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ABSTRACT

This report provides the text of panel discussions from a working conference on adult/industry education and training. Four key issues facing North Dakota's education providers are identified: (1) the need for expanded leadership, planning, and a vision for adult and industry education and training; (2) the need for increased financing, both in terms of allocation and dollars, for adult and industry education and training; (3) the need to know what the adult and industry education and training needs are from the business perspective; and (4) the need to provide greater program flexibility for adult and industry education and training. A series of recommendations is presented for each issue. The bulk of the document consists of appendices containing a matrix of North Dakota's work force and training system; the conference program and participant list; highlights from the keynote address, "How Big Is the Challenge" (Leholm); weighted scores for 25 issues; the presentations of two legislative panelists (Hoffner, Richard), two private sector panelists (Gray, Kemnitz), five state panelists (Dietz, Graham, Hirsch, Rodenbiker, Tracy), and four education panelists (Burchinal, Richardson, Sanstad, Barnhardt); and closing remarks (Anderson). (KC)

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EXPANDING THE EDUCATION AGENDA

Meeting the Lifelong Learning Needs of North Dakota's Work Force

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A Report of the North Dakota Council on Vocational Education
on the Recommendations of the Working Conference
on Adult/Industry Education and Training

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EXPANDING THE EDUCATION AGENDA

Meeting the Lifelong Learning Needs of North Dakota's Work Force

This publication presents the recommendations of the Working Conference on Adult and Industry Education and Training held November 14-15, 1988, at the Bismarck Kirkwood Motor Inn. For more information call or write the Council office.

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The North Dakota Council on Vocational Education is a private-sector-led citizens advisory council. Members are appointed by the Governor and represent business, industry, labor, agriculture and education. The primary responsibility of the Council is to advise the Governor, state agencies and the business community on policies and initiatives that should be undertaken to strengthen and modernize the preparation and upgrading of North Dakota's work force.

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JoAnn Rodenbiker, Economic Development Commission
Helen Tracy, Workers Compensation Bureau

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Dr. John Richardson, State Board of Higher Education
Dr. Wayne Sanstead, Department of Public Instruction
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BACKGROUND

During its 1987 evaluation on the effectiveness and adequacy of the vocational education delivery system, the North Dakota Council on Vocational Education found the following factors to exist:

- The economic downturn in agriculture and energy has left many farmers and energy workers without jobs. This condition has had a ripple effect on other businesses, forcing them to either lay off workers or close business altogether. Many of these people are in need of retraining, along with career and personal counseling, remedial education, job search assistance, work experience and other job related services.

- The increased emphasis on economic development has created a renewed effort to diversify our economy which, in turn, has spurred the creation of new businesses and the expansion of existing businesses. This has placed a new demand on vocational education to provide these new and expanding businesses with customized training programs for North Dakota workers to have access to company specific training.

- Our ever-expanding technology is changing the way workers perform their jobs, requiring not only an updating of the current curriculum but, just as important, requiring upgrading opportunities for existing workers to maintain their competitiveness in a world market economy.

- With the declining number of secondary students exiting our public schools, the demand for new workers will be met by those from within the existing work force--those adults who, in the past, have been traditionally underserved by education and training. These include single parents, displaced homemakers, disadvantaged and handicapped, illiterate, incarcerated, poor, and other at-risk adults.

- There are a number of public- and private-sector organizations that deliver education and training programs and services throughout North Dakota, many of which offer similar and, seemingly, duplicative services. (Appendix A)

In response to these economic, demographic, and organizational conditions, the Council recommended to the Governor that:

> The State of North Dakota should intensify its efforts to bring the various agencies and institutions together to

> discuss ways for improving the delivery of vocational-technical education and employment and training programs and services for adults--particularly displaced workers, single parents, older workers, and other "at-risk" adults.

During the following year, no significant action was taken regarding this recommendation. Because of its continuing concern about the growing education and training needs of adults, the Council approved, as part of its program of work:

> "to advise and assist in the development of a comprehensive delivery system for adult vocational-technical education and industry training."

In discussing ways of approaching this goal, the Council decided the best way would be to involve as many people as possible who are concerned with the reeducation and retraining of adults. The initiative approved by the Council was to plan and conduct a two-day "working conference." The conference participants would explore alternative methods to increase the state's effectiveness in delivering programs and services to give employed and unemployed workers opportunities for education, employment/training, retraining, and upgrading. Before approving the conference, the Council wanted to know the reaction of the key decision makers on the need for a conference on adult and industry education and training. To gather this information, the Council staff interviewed 25 key organization and agency heads in the state. Of these, one did not commit one way or the other, seven were positive, and seventeen were enthusiastically supportive. With this overwhelming response, the Council unanimously approved the Working Conference.

CONFERENCE PLANNING

To create ownership in the future direction for adult and industry education and training, a conference planning committee of key public- and private-sector leaders was established. Members on this committee included:

Dr. Dale Anderson, President
Greater North Dakota Association
Dr. Larry Barnhardt, Director
North Dakota Council on Vocational Education
Sherman Brunelle, JTPA Director
United Tribes Technical College
Carrol Burchinal, State Director
State Board for Vocational Education

Dr. Ellen Chaffee, Associate Commissioner
State Board of Higher Education
Micheal Diesz, Director
Job Service North Dakota
George DeSautel, Director
Bureau of Apprenticeship and Training
Ron Dietz, Director
Governor's Employment and Training Forum
Jennifer Gladden, President
North Dakota Association of Continuing Education
John Graham, Director
Department of Human Services
Dwaine Gray, Director of Economic Development
Greater North Dakota Association
Reuben Guenthner, Deputy Director
State Board for Vocational Education
Jim Hirsch, Director of Employment and Training
Job Service North Dakota
Rep. Serenus Hoffner, Chairperson
Legislative Education Finance Committee
Myron Yantzer, Secretary-Treasurer
North Dakota State AFL-CIO
David Massey, Director
Adult Basic Education, Department of Public Instruction
Dr. Jerry Olson, President
North Dakota State College of Science
Bill Patrie, Director
Economic Development Commission
Helen Tracy, Chairperson
Workers Compensation Bureau

This planning committee met three times, during the summer of 1988, to develop conference objectives and to design a conference format to accomplish those objectives. The conference objectives were to:

- Identify and prioritize the major issues relating to the reeducation and retraining needs of adults.

- Develop recommendations, relating to policies and initiatives, that would expand the state's ability to work with the private sector to meet the education and training needs of adults and the business community.

Conference participants were selected and invited by the conference planners.

CONFERENCE OUTCOMES

The Working Conference on Adult/Industry Education and Training was held on November 14-15, 1988, in Bismarck, North Dakota. The conference program included a keynote speaker, two working sessions and a reaction panel. (Appendix B) Over 100 individuals attended representing business, labor, education, and government. (Appendix C)

The keynote address was given by Dr. Arlen Leholm, Director of the Center for Rural Revitalization, North Dakota State University, Fargo. In his remarks, Dr. Leholm said that if current economic and demographic trends continue, by the year 2000 North Dakota will see a loss of 100,000 people and 48,000 jobs. He challenged conference participants to create the leadership to turn the state around. He said technological improvement is critical to North Dakota's future and a key is going to be the retraining and upgrading of people. (Appendix D)

For the first working session, the conference participants were divided into ten groups to discuss the implications Leholm's remarks have on the education and training of adults and to identify critical needs, issues, or concerns relating to such training. In reporting their discussions, the group leaders identified 25 critical issues. (Appendix E) Participants were asked to rank these 25 issues in order of priority. The conference planners reviewed the rankings and decided to concentrate on the four top issues as identified by the conference participants. These four include:

- the need for expanded leadership, planning, and a vision for adult and industry education and training;
- the need for additional funding;
- the need for more flexible education programs and services;
- the need to determine the adult/industry education and training needs from the business perspective.

For the second working session, the participants were again divided into ten groups, assigned two of the four critical issues, and charged with developing specific recommendations the state should consider to expand the education and training of adults. During the final general session of the conference, the group discussion leaders reported 35 recommendations to address the critical issues relating to adult and industry education and training.

ISSUE #1: The need for expanded leadership, planning, and a vision for Adult and Industry Education and Training

1. Restructure vocational education programs in North Dakota at postsecondary level with separate legislative appropriation.

2. Expand the mission of the public school to serve the needs of adults, in cooperation with higher education and other private- and public-sector organizations, through Regional Service Centers for Adult/Industry Education and Training.

3. Assign responsibility for public schools to expand their involvement in adult education and retraining for economic and job development.

4. Create a computerized data system that would indicate an individual's past assessments, certifications, training programs and services.

5. The Governor's office should formulate a long-range plan to implement the recommendations of the North Dakota 2000 Committee.

Issue #2: The need for increased financing, both in terms of allocation and dollars, for Adult and Industry Education and Training

6. Streamline educational systems, giving resource allocations to single source.

7. Establish a venture capital fund for meeting training needs (new money).

8. Provide increased funding, for short-term customized training, to meet the immediate needs of employers.

9. Separate appropriations should be made for continuing education.

10. Increase funding for short-term customized training.

11. Increase funding for modernizing instructional equipment.

12. List of funding sources be marketed for reference by those interested in business start-ups, expansion, employee upgrading, and training. The list should include all federal, state and foundation resources with principal contacts.

13. Establish a state grants-writing assistance agency.

14. Improve private/public linkages (communication and coordination) to result in developing new matching dollars and donations of equipment, to couple training and economic development.

15. Promote an educational system that funds results rather than process.

16. Develop grassroots support for the need to adequately fund education to positively affect economic development.

17. Expand student and adult career options in entrepreneurial and nontraditional careers through the enactment of statewide financial incentives.

18. Offer technical workshops and seminars, to employers and business and community leaders, to foster creativity in themselves and in their employees.

19. Annual legislative sessions.

ISSUE #3: The need to know what the Adult and Industry Education and Training needs are from the business perspective

20. Initiate employer groups to determine training needs.

21. Initiate employer association groups to identify training needs.

22. Utilize existing occupational data, with employer groups and educational agencies, to determine growth trends.

23. Educational entities must improve marketing of programs to employers, such as the availability of programs and willingness to meet employers' training needs.

24. Educational units need to market existing programs and services better.

25. Curriculum R&D units should be established both locally and statewide.

26. Educational contact persons must have the knowledge and authority to make decisions and develop trust with business and industry.

ISSUE #4: The need to provide greater program flexibility for Adult and Industry Education and Training

27. Review and evaluation of current facilities and program utilization.

28. Implement curriculum revisions which will accommodate:
    - o competency based, individualized, open/entry and open/exit programming;
    - o a mechanism to implement this revision;
    - o a mechanism for programs to start and stop based on the needs of business, a marketing approach similar to using a research and development sub unit;
    - o adequate career assessment.

29. To explore new methods of instruction, such as:
    - o telecommunications;
    - o ability to be at home and study;
    - o expanded use of proficiency testing (CLEP/PEP);
    - o credit for life and work experience;
    - o expanded use of facilities (seven days per week, evenings and 12 months per year);
    - o open/entry and open/exit programs;
    - o access for adults in primary and secondary classrooms.

30. Require greater flexibility in literacy and skill development at secondary and postsecondary levels, to benefit adults through intensive short-term training and retraining.

31. The legislature should require higher education to be open entry/open exit, flexible curriculums that give adults options based on individual employer and industry needs.

32. Program flexibility will require funding flexibility.

33. Establish an adult/industry education and training think tank.

34. Develop a leadership/marketing approach.

35. Promote programs "without walls" where the training is taken to the customer.

The conference concluded with a panel, representing key leaders from the state legislature, business, labor, education and government, each responding to the recommendations of the conference. (Appendices F through I)

Lloyd Anderson, conference facilitator, closed the conference with a challenge to conference participants. (Appendix J)

CONCLUSIONS

The recommendations outlined in this report are the collective judgment of over 100 North Dakotans, concerned about the future of our state. These recommendations are presented to key decision makers for their consideration as they plan for the revitalization of our state's economy.

The conference planners had a final meeting in December 1988 to review and analyze the conference recommendations. They identified the following strategies for implementation:

- There needs to be a single agency identified to take the leadership role in creating a vision and promoting the expansion of adult/industry education and training.

- The heads of the Department of Public Instruction, State Board for Vocational Education and State Board of Higher Education should meet to discuss their individual and collective roles in promoting the recommendations of the conference.

- The education leaders, plus other interested planners, are to meet with Representative Serenus Hoffner and the Legislative Council to develop a bill draft or amendments that will address the conference recommendations.

- The implementation of these recommendations can be broken into three distinct categories--those that can be implemented through policy changes by individual agencies, those that can be implemented through cooperative agreement among several agencies, and those that need to be addressed by the State Legislature to provide the necessary authority and funding to adequately carry them out. Some of the recommendations can, therefore, be implemented immediately; others may take a year or two; and still others may take five to ten years, or even longer, to accomplish.

- The Council on Vocational Education should consider following up in one year to determine the extent to which the recommendations were implemented.

- The conference recommendations support the findings of the Education Advancement Task Force's Select Task

Force on Community/Adult Education. Their recommendations call for the state to:

- Expand the mission of local school boards from K-12, to encompass community education programs.
- Expand the ability of institutions of higher education to become more responsive and flexible in meeting the education and training needs of adults. Three million dollars was budgeted for this item.
- Establish Regional Community Education Centers, within the existing regional planning boundaries, and satellite to other communities.
- Develop a public relations program available to all communities to educate/develop awareness of availability of school facilities and programs.
- Provide incentives to employers to implement programs of literacy in their workplaces.

- The 35 conference recommendations center around five broad themes. The following is a summarization of these themes:

  - The state should develop a comprehensive delivery system for adult/industry education and training. Leadership and planning should be assigned to one educational agency and include the following components:
    - career assessment;
    - literacy training;
    - employability development;
    - initial job training;
    - job retraining;
    - occupational or technical upgrading for existing workers;
    - customized training for new and expanding business;
    - job recruitment and placement.

    The system should be coordinated through Area Service Centers and use existing programs and services in public schools, area vocational centers, higher education, adult learning centers, Job Service, and Human Services.

  - The state should allocate additional funding for adult/industry education and training. Funding should be appropriated to one educational agency and be targeted for short-term programs and services, such as career assessment, workplace literacy, job retraining, occupational upgrading, and customized training. Incentives should be

provided for business, industry and labor linkages with adult/industry education and training and for increased coordination between and among all service providers.

- The state should expand its present education and training programs to become more flexible and responsive to the needs of employed and unemployed workers. Programs and services should become open entry/open exit, so individuals can start a program when they are ready. The instruction should be competency based, to allow each individual to master the skills and knowledge of the particular trade, and that these competencies be listed on a certificate of completion. The program should be self-paced, so students can progress through the curriculum at their own rate and exit the program when they have completed the instruction they need. Programs should run evenings, weekends, and year around.

- The state should intensify its efforts to market existing programs and services and to conduct market research, through the use of employers groups, to determine current and future needs from the business perspective. A third-party evaluation should be conducted on current education and training programs to find the extent to which they are meeting the needs of the business community. Programs not meeting current needs should be closed.

- The state should develop a statewide technical resource center to develop new curriculum for "quick start" training programs and to help schools and institutions convert their programs to open entry/open exit, competency based, individualized instruction. The center should aid schools and institutions in writing grants for expanded adult/industry education and training.

The current economic, demographic, and social changes in North Dakota are occurring at a significant rate of increase and, as a result, we can not expect small incremental changes in our educational delivery system to meet the challenges these changes present.

To address these changes, both public- and private-sector leaders need to form a proactive partnership, to expand the

education agenda to meet the lifelong learning needs of North Dakota's work force. This expanded agenda should include the development of a structured delivery system, designed to provide employed and unemployed workers with opportunities for reeducation, retraining and technological upgrading, all focused to enhance business, community and economic development efforts. The goal should be to equip North Dakota workers with the skills, knowledges and attitudes to become the most productive and competitive work force they have ever been.

The implementation of these recommendations is now left to those public- and private-sector leaders who have not only the responsibility, but more importantly, the vision and commitment to expand education and training programs to better serve the needs of adults and the needs of the business community. As Dr. Leholm said in his closing statement, "If we can get trained and motivated people fired-up, by god, we can turn this state around. We've done it before. We can have the future here that we want if we just decide to do it."

APPENDIX A

NORTH DAKOTA'S WORK FORCE & TRAINING

Education & Training Functions / Private/Public Sector Agencies & Organizations	Bureau of Apprenticeship and Training/U.S. DOL	Bureau of Indian Affairs/U.S. DOL	Department of Human Services	Department of Public Instruction	Governor's Employment and Training Forum	Job Service North Dakota	North Dakota Building Trades	North Dakota Opportunities	North Dakota Safety Council	North Dakota Occupational Information Coordinating Committee	State Board for Vocational Education	State Board of Higher Education	Veterans Administration	Vocational Rehabilitation Services-Human Services	Workers Compensation Bureau					
Career Assessment and Planning	–	T D R	R	G	G T	G F R D	–	D R T F	–	T	T G	D	D	D T R F	F R						
Basic Skills (Math and Reading)	–	R	R	G T	G T	G R F	–	R	–	–	–	D R	R	R F	F R						
Employability Development	–	T D R	G R	–	G T	G F R D	–	D T R F	–	–	T G	D F	T	T F R D	T F R						
Initial Job Training	T	T G D	G R	–	G T	G R F	G T D	G F R T	DT	–	T G	D F	F	T F R G	–						
Job Retraining	T	R G D	G R	–	G T	G R F	–	G F R T	–	–	T G	D F	F	T F R G	T R F						
Technical/Occupational Upgrading	T	D R	R	–	G T	G R F	G T D	G F R T	DT	–	T G	D F	F	T F R G	–						
Customized Training	–	T D G	G R	–	G T	G F R T	G T D	R	–	–	T G	D	F	T G R F	T R F						
Job Recruitment and Placement	T	G R	G R	–	G T	D T	–	D	–	–	T	D	D	T F, R D	R T						

RESPONSIBILITIES:

- D = DIRECT PROVIDER (provides instructional programs)
- F = FUNDS CLIENTS (provides client funding for tuition and/or direct payment)
- G = GRANTS (provides program funding)
- R = REFERRAL (provides client referral to services)
- T = TECHNICAL ASSISTANCE (provides technical support and/or assistance for services)

APPENDIX B

Working Conference on Adult/Industry Education and Training
PROGRAM

Monday, November 14, 1988

9:30-11:30 SMALL GROUP LEADER ORIENTATION ..... Cologne

10:30-11:30 REGISTRATION ..... Rhinehalle Foyer

11:30- 1:00 LUNCHEON ..... Essen
Presiding:
Lloyd Anderson, Consultant
Eide Helmeke & Co., Fargo
"How Big is the Challenge?"
Dr. Arlen Leholm, Director
Center for Rural Revitalization
North Dakota State University

1:00- 1:45 FIRST GENERAL SESSION ..... Frankfurt
"Discovering the Future"
Lloyd Anderson

1:45- 3:45 SMALL GROUP SESSIONS – To identify and prioritize the major issues relating to the reeducation and retraining of adults.
Group A ..... Augsburg
Gerald Balzer
Job Service North Dakota
Group B ..... Baden
Dr. Wayne Boekes
Bismarck State College
Group C 322
Dr. Robert Boyd
University of North Dakota
Group D ..... Cologne
Sherman Brunelle
United Tribes Technical College
Group E ..... Dresden
Dwaine Gray
Greater North Dakota Association
Group F ..... Essen
Dean Hermanson
UND Lake Region
Group G ..... Dresden
Charles Kocher
Workers Compensation Bureau
Group H 354
Dennis Murphy
Sheet Metal Workers #14
Group I ..... Essen
Herb Schimmelpfennig
Northeast Human Service Center
Group J 254
Dr. Winifred Stump
Dickinson State University

3:45- 5:00 SECOND GENERAL SESSION ..... Frankfurt
Presiding: Lloyd Anderson
"Summary and Priority Setting"

6:00- 7:00 SOCIAL HOUR ..... Baden/Cologne

7:00- 8:30 BANQUET ..... Baden/Cologne
Presiding: Lloyd Anderson
"Recognition of Conference Planners"
Entertainment: Steve Tomac, St. Anthony

8:30- 9:30 CONFERENCE PLANNER AND SMALL GROUP LEADER MEETING ..... Augsburg
Presiding: Lloyd Anderson

Tuesday, November 15, 1988

8:00- 9:00 THIRD GENERAL SESSION ..... Dresden
Presiding: Lloyd Anderson
"Review of Major Issues"

9:00-11:00 SMALL GROUP SESSION – To develop recommendations relating to policies and initiatives that would expand the state's ability to work with the private sector to meet the needs of adults and the business community.
Group A ..... Augsburg
Gerald Balzer
Job Service North Dakota
Group B ..... Baden
Dr. Wayne Boekes
Bismarck State College
Group C 322
Dr. Robert Boyd
University of North Dakota
Group D ..... Cologne
Sherman Brunelle
United Tribes Technical College
Group E ..... Essen
Dwaine Gray
Greater North Dakota Association
Group F ..... Essen
Dean Hermanson
UND Lake Region
Group G 222
Charles Kocher
Workers Compensation Bureau
Group H 354
Dennis Murphy
Sheet Metal Workers #14
Group I 226
Herb Schimmelpfennig
Northeast Human Service Center
Group J 254
Dr. Winifred Stump
Dickinson State University

11:00-Noon FOURTH GENERAL SESSION ..... Dresden
Presiding: Lloyd Anderson
"Summary of Recommendations"
Small Group Leaders

Noon- 1:00 LUNCHEON ..... Essen

1:00- 3:30 FIFTH GENERAL SESSION ..... Dresden
Presiding: Lloyd Anderson
"Response to Recommendations"
Legislative Panelists:
Rep. Serenus Hoffner, Chairperson
Interim Education Finance Committee
Sen. Allen Richard, Chairperson
North Dakota Coalition on Adult Literacy
Private Sector Panelists:
Dr. Dale Anderson, President
Greater North Dakota Association
David Kemnitz, President
North Dakota AFL-CIO
State Agency Panelists:
Ron Dietz, Director
Governor's Employment and Training Forum
John Graham, Director
Department of Human Services
Jim Hirsch, Employment & Training Director
Job Service North Dakota
JoAnn Rodenbiker, Assistant Director
Economic Development Commission
Helen Tracy, Chairperson
Workers Compensation Bureau
Education Panelists:
Carrol Burchinal, Director
State Board for Vocational Education
Dr. John Richardson, Commissioner
State Board of Higher Education
Dr. Wayne Sanstead, Superintendent
Department of Public Instruction
Dr. Larry Barnhardt, Executive Director
ND Council on Vocational Education

3:30 WRAP-UP AND EVALUATION

3:45 ADJOURN

3:45- 4:15 POST-CONFERENCE PLANNING COMMITTEE MEETING ..... Augsburg

APPENDIX C

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APPENDIX D

HIGHLIGHTS FROM KEYNOTE ADDRESS
"HOW BIG IS THE CHALLENGE"
Dr. Arlen Leholm
Center for Rural Revitalization, NDSU

Economic development is the biggest challenge for the state of North Dakota, and it's really at the crux of what we're going to be talking about in the next two days. We do need to have new wealth creation to have jobs. If there isn't a wealth creation process in this state, we're not going to have a future for our children.

Tremendous challenge for the state of North Dakota (economic development).

I want to start out by describing the state of North Dakota. First of all, we're the most agriculturally dependent state in the nation.

We can have the kind of future that we want in this state if we believe in ourself. I don't think we believe in ourself; and, if we are going to have a future that will be different than what I describe for the year 2000, we better find a way to start believing in ourself.

Almost all of the growth has occurred in just a few counties in North Dakota. There are some structural things taking place that aren't going to reverse themselves very easily.

74% of our counties are agriculturally dependent. Much higher than any other region around here.

We'll be describing basic economic sectors here. These are the sectors of our economy that make the rest of us exist.

Service employment is not what is going to drive North Dakota's economy. If we don't have a healthy underpinning here, we're going to be in trouble.

Most of the growth has occurred in Fargo and in Bismarck, but particularly Fargo and Grand Forks. Some of it is healthy; but most of it is just a cannibalization of the surrounding hinterlands.

Basic sectors: agriculture, energy, manufacturing, tourism, and the federal government.

Some of the county seat towns have almost 1/3 of the females now over the age of 65.

Forty-three percent of all the new wealth in North Dakota comes directly from agriculture. We need to keep it strong,

but we are too dependent on too few sectors.

Energy, 17%. Miscellaneous manufacturing (almost all ag processing based), 43%. And 1/3 of that 43% comes from the U.S. government. Twenty-nine percent of our economy is dependent directly on the federal government. We are 49th out of 50 in federal procurement.

Williston--2/3 of their economy is strictly dependent on energy.

Jamestown region--71% of that economy is strictly dependent on agriculture. It's the most dependent on agriculture; that's why the drought hurt that area the most.

This state isn't poor. We've got a lot of wealth here. We aren't Appalachia. We have a trained, human capital. We need to do more. We have twice as much wealth today as we did in 1960. In 1960, 80% of our economy was strictly dependent on agriculture; now it is 43%. I hope in the year 2010, it's only 20%. And I hope that agriculture is much stronger than now. But, relative to the total, we need to diversify our economy. And there's no reason why we can't do it here. If we start believing in ourselves and take some directive action, by the year 2000 we can turn this around.

Employment factors:

Employment between 1980 and 1987 statewide, average annual employment change. Ag dependent counties lost employment--15%. Statewide, it has been a wash. A plus .31; virtually no employment growth statewide from 1980 to 1987. The state peaked in 1984. We had 17,000 more people in the year 1984 than we do today and we had more jobs. We even had more business establishments. Let's take a look at where the growth has occurred and how it relates to employment and our challenge. There are really only two regions that are doing quite well in the state, and that is the Fargo and Grand Forks area. That's where most of the employment has gained. We've had 15% growth in the southern Red River valley--and in the northern Red River valley, 13%. Much of that in Grand Forks and Fargo. Bismarck region has been pretty close to a draw. Every place else has lost employment. The Williston region, down 23%. There are only 6 counties that have increased employment between 1980 and 1987. I can explain five of them but I'm not sure what happened here in Grant County but the numbers are small--something happened. Minot is a wash--93 more people employed today that in 1980. But look at where the growth has occurred. 12,000 approximately in Fargo, Cass County. 8,000 up at Grand Forks. But, you see, what is happening is just a cannibalization process. The growth in Fargo and Grand Forks has come from the rest of the area. Whether that is good or bad is a value judgment but it is very clear that the fortunes of the state are not

the same.

Nonfarm businesses peaked in 1984. In 1980, we had 16,386. We peaked in 1984 at 19,282 establishments. And today or at the end of 1986, we were at 18,986.

In terms of people, we have 17,000 fewer people at the end of 1987 than we did at the end of 1984.

So if you look at 1980 to 1987, it masks what's happening. The key point here is the 1984 tilt.

Good news:

We do have some growth in some sectors. We have something like 1500 new jobs in the service sector, primarily in amusement, recreation, health, legal and social. That's where our growth has occurred. We've had major losses in the contracting/construction sectors; the wholesale sector is down between 1980 and 1986. We have fewer people employed today than we did in 1984.

Demographic factors:

Nationally, in the 1930s we had a birth dearth. Then we had the baby boom period--1946-64. Then we had a birth dearth and now we have the baby boom echo. The factors to keep in mind demographically: the baby boom generation, 1946-64, then the birth dearth from about 1975-80, and then the baby boom echo.

Now from North Dakota's perspective. The key one is to look in the year 2000. The baby boomers are going to be the gray panthers in the year 2010. Then we have the birth dearth. The kids that were fortunate enough to be born between the 1968-74 period. Probably more employment opportunity for them than almost any other sector. And then you come to the baby boom echo. But this is not a rapid growth sort of demographic picture. North Dakota will have more aging. If we do not have significant employment growth, major structural changes taking place, we are going to have county seat towns in the majority of our counties that are going to have upwards of 1/3 of their people over the age of 65. Several times, maybe 3 times, higher than the national average. If we are not successful or if we don't find ways for the whole state to enjoy bouncing back, we need to keep that in mind.

Populations:

We peaked in 1984. We've lost 17,000 people between 1984 and the end of 1987. There are 8 counties in North Dakota that have fewer than 10,000 people. They gained in population between 1980 and 1986. But if you look at the data between

1984 and 1986, they've lost 1%. In 1987, Williams County alone lost 2600. But the state as a whole, lost 1-1/2% of the population between 1984 and 1986. In counties with population of under 10,000, they have twice the lost population that the others have. Also, let's keep in mind retail trade. In real dollars, we peaked in the 1979 to 1981 period. 1988 would have been the first time that we would have had an increase in real dollars if the drought hadn't hit because I don't ever remember a period when there was so much confidence as this spring, early spring. Some communities, like Ellendale for example, lost 50% of its retail trade. Stanley has gone from about a 68% market share for their trade territory in 1980 down to 42% now. Hettinger has held their own.

Counties with over 10,000 during that period lost 13% of the retail trade in real dollars, those are the 8 counties combined, and the counties with under 10,000 a little over double that.

What's happening in the state? It seems like there are some major structural forces taking place very fast in the state. Seventy percent of all the retail trade in the state takes place in seven towns now. We'll count Bismarck/Mandan as one. We'll call Fargo/West Fargo one. And you've got Jamestown, Minot, Williston, Dickinson, and Grand Forks. Four towns have 60% of it. Fargo/West Fargo has 22% of all the retail trade in this state. Bismarck has 13, Mandan has 2.5.

Peek at year 2000. Employment: direct ag employment is not going to save this state. 39,000 worked directly in ag in 1986 (farmers and farmhands). In year 2000, projected at 21,000. Technology alone will assure this downward trend. Petroleum, depends on what OPEC does. Manufacturing, 21% down. It takes more gross business volume in year 2000 to generate a job than it does today. You have to move fast to stand still because of technology. Technological improvement is critical. If you are going to hold what you have, there has to be significant improvement. A key part of that is going to be education. Retraining of people. A role for higher education, a role for vocational education. Why is it that Wahpeton has done as well as it has? Why is it that that's the most industrial city in the state and the youngest population in the state? I don't think it's any secret; you know, that School of Science. Why have many of the communities in Minnesota done relatively well? It's linked to those technical trade schools.

Retail is down. Government will never go down. We're projecting it down. To make a long story short, we're projecting 48,000 fewer jobs in the year 2000. Maybe 100,000 fewer people. That's our vision of the future and that does include growth in gross business volume. Now, if we want a

place for our kids, if we want a future here, that's why economic development is critical. But if we continue to not believe in ourselves, this is going to happen. It could be worse. That doesn't mean that the state won't exist. It won't mean that we won't still have the highest per capita of millionaires. But they invest out of the state--three and a half billion(?) dollars worth. We look to the outside for darn near everything. We don't even make our own revenue forecasts in this state any more. We don't even have somebody smart enough to handle a $10 million venture capital fund. We don't believe in ourselves.

Let's talk education and some work that vocational education sponsored. Let's take a look at this because this is near and dear to my heart. I want to talk about ACT scores and I want to talk about rural Appalachia. I want to challenge this group because we are going to be entering a legislative session that is going to be the most difficult session that we've had since the 30s. There are a lot of forces in place that I've already showed you that are alarming. But I want to take a look at ACT scores. We don't have this by school districts; but I wish we did because it would really help pinpoint where the problems are in this state. But, if you take a look at the core curriculum, and those children across the state that have taken a foreign language and the full math sequence, three or more in math is the definition, and where they had the opportunity at least to take some foreign languages, those kids, we are going to describe that as the core, have an average ACT score of around 21.8. Those that don't have that opportunity or don't do it or fail to take the opportunity, have an average ACT score of 16.5. Now we see this happening all the time. Our average flunk-out at NDSU is 19. This is really alarming as we take a look at ACT scores and what they mean for our children. You can't even dream, you know, with an ACT score of 16.5. It isn't that you are genetically dumb; you just haven't had the opportunities. This isn't a test of IQ; it's a test of preparedness. And if you can't even dream--well, we have this happen all the time. We've got kids that think they're dumb.

Schools. Rural communities, particularly those between 1,000 and 5,000; there is a real challenge in the state of North Dakota. We've got a challenge in Fargo, where I live. We seem to have a death wish, too. And we should take off like wildfire. But the real challenge will come in these communities. How do you handle the service for the elderly? How do you make that town die gracefully if that is what we decide to do as a group? How do you manage structure decline if that's what we want for our future? Structural forces are in place. It's taking place, it's going fast, and it will accelerate. There will be some real challenges to groups like this. But I ask you not to forget the services as we look at every one of our towns. Quality of life.

People won't live in an area where there's ACT scores of 16.5 long term. We'll need to have a lot of changes in our thinking as we look at the changing population base and so on.

What are some of the critical factors? Five critical factors in economic development (according to Glen Pulver, Wisconsin):

Telecommunications

Living Environment

Entrepreneurship

Capital

Transportation

The entrepreneurial spirit isn't dead, we just need to foster it more.

Retraining of people is very, very significant. We need to keep the persons that are here competitive. You do that through technical assistance. You do that through retraining. Places and opportunities for people to get retrained and retooled. We need ability to capture dollars from a broader area. We need to attract new basic employers, but that is not going to be where most of the growth occurs. In fact, we are going to have to work hard to keep some of those good ones we brag about. We need business retention and expansion programs. We need to encourage business formation, and we need to start with our youth. We need to inject that entrepreneurial spirit in our youth.

Question:

Could you describe some of the new businesses that you think could take hold here or ways in which ag and energy might change?

Answer:

I've been doing some work with David Birch from MIT and he has influenced my thinking. I used to think that we had to pay, you know, just a few industries like telecommunications, that's an obvious one. We could take off on that one. We have a comparative advantage in our voices, we developed fiber optic technology. Jamestown just lost an opportunity and Dickinson lost one because they didn't have a major phone carrier. I think we can have success in everything. Look at Marvin Windows up in Warroad. If you were going to design a place that was impossible to make windows because you've got

to bring materials in, you've got to haul it, you are as far away from the market as you can possibly get, it would be there. I can't believe Melroe can do what they're doing, and they're one of the 100 best. So I think part of it gets back to believing in ourselves. I think we can have success in a lot of different sectors. We need a can do attitude. We need more than a can do attitude, though. We need a feasibility institute that analyzes very carefully our choices. We need to look very carefully at feasibility analysis as well as detailed marketing plans, labor forces, and so on. But we can succeed in many different areas. We could have a lot of growth in home-based businesses, even. So a lot of it is technical help, it's a combination of many different forces. And certainly western North Dakota with its energy, and UND has already done a good job in the application of some of the by-products from energy, there's no reason why we can't have value added from our energy sector. And we could do more, and we've done a lot at NDSU already in terms of the feasibility analysis for many of our ag processing facilities, but we could do more there too.

Question:

We all know we've got a coastal economy, we call it east-west with the middle not really going along with the boom that seems to be going on in the rest of the country. You talked a little about that what is happening to this state is happening in the seven major metropolitan areas of the state, depending on how you want to define them. You're the director of the Center on Rural Revitalization. Can you just touch on some of the things you are doing and your organization is doing to try to assist the more rural areas in the state overcome the obstacles that they obviously have.

Answer:

Some of the things I'm doing, I'm joint venturing with UND, the Economic Development Commission, as well as GNDA and others. Your rural utilities have been very helpful in the process. But we are trying in our Center for Rural Revitalization to build educational programs in the broader array of building both human and economic capital, which is really at the crux of things. We're in the process of establishing, you might call it, an industrial extension service where we would be expending(?) additional resources to the state beyond the more traditional ones. We have a business retention and expansion program that we have piloted in four counties. Keep what you have and grow from within. It's an excellent program because the ownership is in the local area. We have leadership programs, a family community leadership program that's worked very successfully. We have our second institute coming up in January. We train people in about 30 hours. Some of you might want to join that institute. We have it here in Bismarck. There's 30 hours

of training in the public policy process, conflict management, many other areas that help a community get ready for community development and then economic development. We are joint venturing with UND Center for Rural Health on a Kellogg-sponsored leaders program that will be launched very soon with a little different focus. But we believe leadership is a big missing linkage in North Dakota. If we can get trained and motivated people fired-up, by god, we can turn the state around. We've done it before. We're a tough stock of people, we're smarter than average. There's no reason why we can't do it here in North Dakota if we want to. We can have the future here that we want if we just decide to do it.

APPENDIX E

WORKING CONFERENCE ON ADULT/INDUSTRY EDUCATION AND TRAINING
LISTING OF ISSUES

ISSUES	WEIGHTED SCORE	# TIMES PICKED
A. Need for expanded leadership/planning/vision.	173	42
C. Need for increased financing or funding/formula & dollars.	108	32
M. Need to know what the needs are from business perspective.	88	32
G. Need to provide greater program flexibility.	86	28
W. Inadequate supply of quality jobs.	69	19
L. Need for expanded career guidance/assessment.	67	26
Q. North Dakota lacks entrepreneurial attitude.	60	18
T. Accessibility for student + geographics.	54	21
D. Resistance to change.	52	18
K. Need for expanded supportive services.	46	17
R. Current literacy level is too low.	45	11
X. Need to expand economic development.	42	14
O. Current delivery system does not always respond (complex).	37	21
H. Need to decrease disincentives & increase motivation.	37	16
I. Need for expanded cooperation: private/public sectors.	35	15
S. Need for a vocational education futuristic mission.	26	9
V. Improve linkage--vocational education and apprenticeship/OJT programs.	26	7
B. Need to improve the transfer knowledge: public/private.	25	9
E. Need to improve the teaching of basic tech competencies.	23	8
Y. Definition of role of elementary/secondary education.	17	5
F. Willingness to deal with real issues.	15	6
P. Match between funding/need.	11	4
Z. Need for greater public awareness of decisions on economic development.	7	3
U. Stigma for adults to come forward for education/training.	5	3
J. Definition of "basic skills."	1	1

APPENDIX F

LEGISLATIVE PANELISTS

REPRESENTATIVE SERENUS HOFFNER, INTERIM LEGISLATIVE EDUCATION COMMITTEE

Thank you, Lloyd. I really feel fortunate in being able to be a part of this. It puts some excitement in me at the right time, just about a month before the session. I'd like to just kind of review some of the handouts that I've received from this conference. I really think it would be great if we, as legislators, I know Representative Dorso is here today and Senator Allen Richard. I think those probably are the only members from the legislature, myself, that have been involved, but it really would have been nice if more of us could have been involved. But, you know, I can kind of see the same thing unfolding again this session in the legislature. I don't want to be a negative person, but it looks like the potential is certainly there where we will sort of put all the pieces in a bag and shake them up and throw them out on the table for two months, three months, sit around and kind of like it is a big puzzle and put it back together and then, maybe the last two to four weeks, we will use a little technology and reducing the size of it. And we will decide whether it is going to be, you know, a 4.6% decrease or a 4.5% decrease. We will spend two months deciding what really should be. I hope we can be a lot better than that. And I appreciate this conference in getting me thinking in the right direction. You people talking about brainstorming and gathering ideas. Resistance to change. Talk about resistance to change. It is such a tremendous obstacle when you work with legislation. Paradigms. That is going to be a new word in my vocabulary and there, again, I think talk about a group of 159 people that can't get out of a mode, a way of doing business. The legislature is great for that and, like I just said, I am afraid that we are going to be massaging numbers for about three months, get down to a few little technicalities the last two or three weeks, and then go home. And I just fear that that could happen again. And I hope it doesn't. It would be great if we could, and probably we can, bring in people like Arlen Leholm. And maybe that first week of the session, maybe some people like him. People like Dennis Steele, who is here today, and tell us where the jobs are right now in Bismarck, North Dakota, and other cities in North Dakota. Where they are going to be in the future. We need to start our session that way this time. We need to be a little rejuvenated and we need to think a little bit differently. And maybe it can happen. When you think back to some of the difficult times in the state before, when the capitol was built, when we founded the Bank of North Dakota, Workmen's Compensation. Bismarck High School right up here was built in the middle of the 30s, early 30s, we've done a lot of significant things in very, very difficult times. So maybe the stage is set. And maybe, if we can kind of capture some of the energy and ideas and enthusiasm that this group has just worked with, maybe we can be a lot better as we do our work. And I say that very sincerely. Well, let me just go through some of what I gleaned out this morning at your 11 o'clock meeting.

One of the things that came up on the charts was a career guidance program, kindergarten through adult education. I think that is right;

I think it is necessary; I think it is important. Cathy Rydell, myself, Dan Marrs, Lori DeRemer, some of us people, have worked very hard over the last couple of years in doing that. Now, we had a study bill in this interim. I don't think it's materialized. It wasn't my committee, but I don't think we got that kind of bill out of the committee. I did a little work up at Century High School last year. There are two guidance counselors; there are 800 students. So, you get a general idea of the tremendous workload there is for a few people. And we are asking for guidance counseling. But I agree with you; I think that is important. I think at one point in time it was very important for us for us in the 60s and 70s, but for some reason it kind of faded away and nobody really is talking career guidance anymore.

Grassroots support to fund education, specifically to impact economic development. If we're going to keep anything here in North Dakota, we need to maintain a strong elementary, secondary, and higher education system. And I think this point is critically important. The citizens of this state are going to have to believe that, even if we have to stress ourselves some more, even if we do have to face more taxes, this is the right place to spend it--elementary, secondary, and higher education. And I think they believe that. The surveys tell us they do. The states that are doing well have a strong education system. When the Saturn people were looking for a place to go, and the reason they located where they did was the education system of that state. So when you talk about industry and locating and relocating, quality education is high on the list. So you are on the right track there.

Venture capital fund for training. It was mentioned maybe somewhat like the coal impact fund. A nice idea. Where we get the money from, I don't know. Maybe we could capture some money through some kind of a employee-employer, maybe just very small percentage of some kind of an employer-employee payment. I don't know. Here, again, it is awfully hard to generate monies to do the right thing sometimes. But, we are going through changing times, and that is going to accelerate. And, so, we need to have something like this. And so you write a grant. You say, here is our problem. We need some money to do this and, if we do this, we can do that. We cannot react quickly enough anymore to these kinds of changes. And we need to address that. We need to become, one of the other things we talked about, we need to become proactive, instead of reactive. And, as I look at this and as I think a little bit about what we are doing here, probably part of our problem, maybe it's the biggest part of the problem, we can't nail the target because we don't know who the target is. I get the feeling some of you are saying it is the Governor; some of you are saying it is the legislature. Who could tie all this together. Who could tie all of the things that we had up on the board together? The labor department? Not very likely. Job Service certainly has to be involved in this, but would they be the one that would tie all this together? Higher education, the Department of Public Instruction, Vocational Education? Somebody has to be in charge. And you've got so many diversifications here that who really is in charge? So, I think that is one of the things that we are struggling with. There is no, as you said, there is no direction, there is no leadership. But, somehow we have to departmentalize this and say, "You are in charge of this area of adult

training and retraining." It is too fragmented right now.

Open entry/open exit. I've been in charge of a program--this is for higher education, open entry/open exit, we need to be flexible. When a person gets laid off in the middle of October, you can't tell them, well, we start school next fall. Schools right now have one good day out of the year to start school. That is the first day of school. We've got to be much better than that. I run a program just a few blocks from here--South Central High School. We take in students every day, and they're not a month behind or two months behind. It can be done, and those kids can do well. They do do well. And I challenge the colleges and all the other educational programs to have that kind of flexibility. You need to get out of the old paradigms. Hey, we start school here and that's the way we do it. But you can deliver education differently, and we are doing it. We've got kids in every college in the state. A lot of those kids are getting ACT test scores the the 20s, and they've been with us for the last three years. But you can teach classes simultaneously; you can teach classes that are open entry/open exit basis.

Another point here that you mentioned this morning, the idea of a history of the individual. I think it is Michigan, they've adopted this credit card approach and the credit card has the equivalency of, let's say, $2000 or $5000. And that individual says, OK, I am going to spend $500 or $1000 in going to Bismarck State College or someplace else, and I'm going to take up this specific training. OK, here is my charge card. Put it on there. And then I am going to do a little bit of this. I'm going to go down to the Adult Learning Center and I'm going to get myself a good resume so I can go out and sell my skills. And then they need to go someplace else; they've used up their money and now,they should get a job. That's another thing in our state. We see people coming in to our program and leaving our program. The system doesn't demand that they improve themselves. The system doesn't set any deadlines. And, so, well my grandparents were in this loop, my parents were in this loop, and I'm going to be in this loop. And I think what we have to say is "No, you're going to come out of the loop." Somehow, in a compassionate way, we have to say "You've got X number of months, X number of years, to get the skills you need to earn yourself a living."

Some of the other things that you've listed here. Public schools need to serve adults. Well, all the programs that I'm in charge of, and I'm in charge of a whole host of them, are provided through Bismarck Public Schools. So I'll just say that. I think probably part of the intent of this statement was also maybe the Rhames and the Bowmans, they maybe need to do the same thing on a very small scale because there are displaced workers in those areas. There are people that need to be upgraded in those areas.

Customized training, you know, what specifically is the demand? What do we need to have? What is the pool of trained people that we need to provide?

And, lastly, the thing that I gleaned out of this morning was the

annual legislative session. I think Rolland Redlin has a good bill and it basically says there will be an annual session. There will not be any more legislative days. I think right now we can have up to 80 days. Rollie's bill simply says that we will use those days left over from the regular session to have an annual session. So, it shouldn't be any more costly. But it would be a very tough sell. But, I think it could happen because, if you reflect back just the last four years, we get through the first year of the biennium in very good shape. As a matter of fact, the last two sessions, the last two bienniums, we've gotten through the first year of the biennium with a surplus. But then we get into the second year. Now realize that we are spending two billion dollars. We are sitting down for three months to put this budget together. It's a budget that spans a 30-month time frame. We are putting it together before, you know, July 1 when it actually goes into effect. So we're putting it into effect about six months before it even starts. So about a 30-month time frame that the board of directors sits down, these 159 people, and say here is what the budget will be. And then we walk away from it for 33 months. And it's just not a good system. So we maybe need to look very seriously at some kind of any annual session.

What are we doing; what am I doing. I was the chairman of the Interim Education Finance Committee. Just a couple of things. We did come up with a bill that will put another $150,000 into funding adult education programs around the state. It's not a big step in the right direction, but it's, I think, a step in the right direction. We need to be continually able to meet the needs of the older population. We've been working on that a great deal. I think Dave Massey is here. A lot of us have put a lot of time into making sure that happens. In the last two months, in the center in Bismarck, two blocks away from here, we have worked with 238 people. Evening programs, daytime programs, we've got programs at the State Penitentiary and the State Farm, and a program at Good Shepherd. But with all the programs that I am in charge of, in the last two months, and I'm not talking about the Alternative School, I'm talking about the adult education programs, the last two months, 238 people have come through our doors. So these are big numbers. I don't think a lot of people realize the amount of hurt that is out there. The large amount of dislocation. Underemployment, underemployed people that really exist in our state.

And the other bill that we worked with this past session was the Area Service Agency bill. As our noon hour presenter yesterday told us, we are becoming much more rural every day, and also more urban. But there will also be people living in those rural areas. And we need to develop a system that the student living in rural Rhame can get training, can be the advanced science courses he or she wants, can get the foreign languages, can get the technology and the computers, can get the advanced math. Just because you happen to be born in rural Rhame and not in downtown Bismarck, that it shouldn't make any difference. We need to create a system that provides those kind of services to those people. Because they are going to be out there, hopefully, for a long, long time. And this is something we have to do and we can do. We are working on some things now with fiber optics and a whole host of other systems of communications. I think this can

happen; it is already happening in a small way. I think, with that system, I think a lot of the concerns that you have, with centers being developed, with delivery systems being developed, a lot of the concerns that you've raised, those can be dealt with the same way. So there needs to be more work between the public sector and the private sector, between industry and business and labor. All of these people need to work together.

I've really enjoyed being a part of this. It's been a very healthy experience for me. And, like I said, I really hope that maybe we could start out the session just stopping the music and saying "whoa." Let's not go through this thing the same way again. Let's get charged up a little bit. Let's be a little bold and a little innovative. Let's look at what the problems are, and let's see if we really can make the changes.

SENATOR ALLEN RICHARD, NORTH DAKOTA COALITION ON ADULT LITERACY

As was said, I am the chairman of the Coalition on Adult Literacy here in North Dakota. And this is something of a fledgling organization that just got started early this summer. And we finally now, as a statewide organization, have elected officers and registered bylaws and so forth. We hope in the future we can pull together some of the things with some of the Adult Learning Centers, some of the problems with literacy and so forth, across the state so people in one part of the state know what is going on elsewhere a little bit better so we have more cohesive thing that will deal with the problems in the literacy issue as time goes on. But I guess, since it is something of a fledgling organization and we haven't got everything put together yet, we're just getting organized and recently, as a matter of fact yesterday, gave approval to the people who were now appointed to the board of directors on it. We are just getting started. We have got a lot of places that we should look to have guidance to see if we can't pull together some good ideas from the various parts of the state so that things, too, end up being a little more cohesive. I guess what I am trying to say here in a number of areas is that, in North Dakota, we are going to have to look more at certain ideas. And the idea of a system, putting things together on adult literacy and making sure that the people in rural Rhame know what is going on up in Dunseith and so forth and maybe can make use of some of these kinds of things through a coalition is something we have to look at. I think one of the problems we have in North Dakota is the changes that we've undergone in our society in the last six, eight, to ten years have been extremely dramatic. In some cases, we've seen now where small schools are cooperating with the athletics, all of these kinds of things. But one of the problems that they are not doing as well as they ought to be doing in cooperating on academic things as well. And I think, as we go on, and Serenus mentioned such things as technology, fiber optics, and so forth, I think these things are going to have to come in, too. And these are going to cost money. That brings us to another problem. I think we are going to see that. Now, I was involved in putting together a literacy project in the city of Dunseith last summer. You may have heard about it and you may not have. But up in my home community we now have the first IBM Pels lab in the state of North

Dakota. It fell into place because of a lot of people and a lot of things that just happened to be right for that type of move. For instance, the school system's computers that they were using at the high school level were all obsolete and largely nonfunctional anymore. And they had allocated money to replace all of this. And it turned out that the whole program that we were working on fit. The time was right; the superintendent was the type of individual who had looked at the things that were going on in school and knew that dramatic changes had to be made. And we put this together. Now we do have, with the Pels lab, the option of using it for those kids who are about to fall through the cracks that are already in the system. We had problems with that. So we are using it for that. We are also using it, and hope to use it more fully, in the Adult Learning Center for literacy, retraining, and all of that type of thing with the closure of San Haven. We've got a lot of jobless people up there that are going to have to be trained somehow. We are hoping that we can pull all of this together. But one of the problems that we have run into is this cooperation thing. While a number of towns in the area are cooperating in athletics, they still don't cooperate as well in the academic areas. For instance, in the Dunseith system, one of the problems is that, when you talk to people from Belcourt or Rolette or wherever, they say, "Well, I thought that was a Dunseith project." No, the idea was that it should be available to anybody who can feasibly cover the distance and use it. But they don't check into it because it is something that got put into one town instead of another. Then there is a little, not bitterness, and I hesitate to use the word, you know, animosity, but there is this question mark. Is it for us? Should we even ask? Should we call the Dunseith school system if we want to make use of it? The fact is that it would be a very simple to use, to hook in with the facilities they have there through the use of modems, the computer terminal in another school, and you can have the same programs in virtually any school in the state. But to try to get those kinds of things together in a systematic idea is difficult. And I think, with the changes in the demographics in North Dakota, the people who are moving from the farm areas, the small towns that are shrinking, the changes that are going into large cities, some of them leaving the state entirely, we've got to look at pulling some of these things together as a system. We are not going to allow or leave these small schools can no longer function on their own as they used to. Things are moving too fast. Too many people need to be retrained. But I think that, in the area of money, I have the guess you would call it negative thrill of being vice chairman of the Finance and Tax Committee in the senate, and it is no way to win a popularity contest, believe me. One of the problems we have is that, as you look at the make up of the population in the state, you've got certain segments by age which inherently draw down on the state funding. They are the users of the state funds. And then you've got others who are the contributors. And when you look at these kinds of things, the people who are using are not the ones who are able to contribute. For instance, when you take the kids from age 0 to 18, they are costing a lot of money because we are trying to do our best in this group. When they turn 18, what happens? Oftentimes in North Dakota they find very little in the way of jobs that will pay enough for them to stay here or will pay enough for them to be making some large contributions to the taxes. You go to

18 to 22, one of our best ages to educate our college kids. But what happens then? They either leave, because they can't find jobs that pay adequately if they do stay here. They are not able to make the contribution to fund their own education. What you end up finding out, and by the way one of the largest if not the largest age group, or fastest growing age group in North Dakota are those people over the age of 80-85. And then we are running into the situation where it costs $2000 to $2500 a month for nursing home costs. And they aren't making contributions, either. What I am saying is that the people who have the ability right now to make the major contributions to fund all these things seem to range in the area of about 40 to 55 to 60. And, oftentimes, people who are a little younger than that or on the lower end of that have kids in school who are drawing down it. It is a real problem to fund what we want to do in North Dakota because of the number of people who are leaving, because of the fact that the jobs that are being created are not high paying. We have a business in Dunseith which is, thank god we've got it to take up some of the slack from the closure of San Haven; it's an electronics manufacturing company. An assembly of components. But the average wage there is under $6 an hour. You don't pay a lot of income tax; you don't buy a lot of cars; you don't buy a lot of things that generate sales taxes. So the jobs that are being created are not the type that contribute the amount of money that we need to fund things as they are today. Which will lead me to the last thing that I want to comment on, and that is that I think we are going to have to make some really harsh structural changes in our education system. We are going to have to. We are going to have to take someone, somewhere, and I don't exactly who, but somebody is going to have to ... positions because, if we cannot attract the kinds of businesses into North Dakota and develop the jobs here to pay for the things that we want to fund, then we are going to have to restructure some things and find a way of more efficiently delivering services. And I will talk about higher education. I think that we are going to have to look at some things in higher education. I know that, if we are going to maintain our staff, we've got to pay them. We can't have a mass exodus of college teachers. We've got to provide the quality or the whole thing is going to fall apart. But I do think we are going to have to look at some internal structural changes in higher education. And I am not advocating closing colleges. The study last session showed that that doesn't pay. By the time you close a college and put the kids in school somewhere else, take up the slack of the economic destruction of the community that that college was in, it doesn't pay. But we are going to have to look more strongly at a more unified system in higher education. I think we are going to have to look at it, and it is going to be painful. In order to deliver the high quality services and high quality of higher education that we have been delivering, we are going to have to look at that, too. And I guess, at this point, that is all I have to say, and I guess this next legislative session is going to be probably more of a nightmare than a lot of people realize yet because of funding. And one of the things that is causing it to be even worse is that, except for the snowfall that we've gotten now, the state has frozen up very dry. And I'm a farmer. And, when it freezes up this dry in the fall after the kind of year I had. One guy asked me if I had a bumper crop. I said, "Yeh, it fit between the front and back bumper of the average semi." I think

there's a lot of people in the same boat. So it is going to start out with a lot of legislators having a pretty negative attitude on a lot of these. And that is unfortunate because, while it is going to happen, it is really short-sighted and I hope we can come out with something that will be workable. And it is going to take the cooperation of a lot of people and, I guess, what I am hoping for is more cooperation than criticism because we are all in this thing together. And I am afraid there are a few more holes in the dikes than the legislators have fingers. So thank you very much.

APPENDIX G

PRIVATE SECTOR PANELISTS

DWAINE GRAY, GREATER NORTH DAKOTA ASSOCIATION

First of all, I want to present Dr. Dale Anderson's apologies for him not being able to be here today, but a scheduling conflict just made that impossible so I'm filling in for him.

I have to make one comment. I do quite a bit of speaking around North Dakota in small communities on what they need to do to organize their economic development programs. And one of the things I talk about is an attitude adjustment. And the gentleman just preceding me mentioned that right now the attitude in North Dakota is not too good. And I think that's one of the first things we need to do if we are going to be successful at anything we do in this state. And that is develop a positive attitude. And it reminds me of that very short little story about the little boy. And I told this to my discussion group yesterday, so you guys will have to bear with me, and many of you have heard this. But it is so true. The little boy standing out in his front yard trying to hit a baseball. Standing there by himself, throwing the ball up in the air and swinging at that baseball and continually, time after time, missing the ball. And his neighbor observed him doing this. He couldn't quite figure out why that boy's face kept getting brighter and brighter and his smile kept getting bigger and bigger. And he came over to the boy and said, "Boy, what have you got to smile about? You have got to be absolutely the worst hitter I've ever seen in my life. You have stood here for half a hour constantly failing in what you've tried to do. Why are you smiling?" He say, "No, you don't understand, mister. I'm not the world's worst hitter," he says, "I'm the the world's best pitcher." But the point of the matter was that this kid's attitude was such that he found a strength in adversity. And I think that is something that we need to do in North Dakota. We need to start emphasizing more our strengths and quit dwelling quite as much as we do on our weaknesses. I'm not saying that we can bury our heads in the sand and not understand what our problems are, but I think we need a much more positive attitude and belief in ourselves and our ability to overcome any obstacles that get in our way.

Now, without belaboring the point, I think one thing that's been hammered home here clearly throughout this whole session is that, whether we like it or not, change is an element that we are dealing with today and will be dealing with the rest of our lives. If we are going to succeed in North Dakoa, if you are going to succeed as individuals, if the businesses are going to succeed in North Dakota, we'd better learn to manage change. Not to fear change, but to accept it, to embrace it, and to make it more for us. We need to do that; you need to do that in adult education and job training programs. That has come through loud and clear through this whole program. I am not going to even pretend that I am going to stand up here and go through this whole litany of material that has been presented here today and yesterday and try to break down individually the things that were talked about here today. I'm going to talk to you only about two

things, and I'm going to do it very quickly. Because I think they are key elements in this process, and they are elements that we have come to grips with at GNDA and the private sector. And I call them elements of success.

And the first is planning. I was not a bit surprised that the number one issue in this conference was the need for strong leadership that develops a comprehensive, long-range strategic plan that has vision. I've been listening to those same terms for about the last year, year and a half, that I've been at GNDA. You do need to develop a clear vision of what you see and what you want to see adult education and job training programs be in North Dakota in the future. Then you must put together a comprehensive plan to get you there. Once you have a vision of what you really want and what you think this state really needs, then you are going to have to have the courageous leadership and the fortitude to put a plan together that is going to get you to where you want to go. And that has to be a comprehensive plan but, at the same time, understand that, because of this climate of change that we live in, you have to have the flexibility built into that program to handle the unforeseen problems and changes that are going to happen whether we like it or not and are going to happen during the life of that plan. GNDA is grappling with that right now. Through the efforts of GNDA, the North Dakota 2000 Committee has been formed. Why was that formed? Because we see this same need for a long-range economic development strategic plan for the state. An overall plan for the state but which, by the way, we think adult education, continuing education, retraining, and training and job training programs is an integral part. I would challenge you folks that are going to be involved in planning, and I will be extremely disappointed if some kind of comprehensive planning process does not come out of this conference, to be quite honest with you. As you begin that planning process, number one, tie into the North Dakota 2000 initiative. It is going to be a very all-encompassing, comprehensive economic building plan for this state and your program needs to be a part of it. So, make sure that you integrate your strategic plan just as many of the other organizations, higher education and others, need to integrate their strategic plan into this overall strategic plan for North Dakota's economic growth. Enough on strategic planning, but I think it is absolutely essential that we be involved in it.

The second thing that I want to talk to you about is this partnership building. It was mentioned in a couple of areas, just on the edge of it. But one of the things that I really found in Valley City, when I there, I worked there for nine years as an economic development director, for many years nothing happened to that community. And nothing happened in that community because we had a very well-meaning Chamber of Commerce working very hard, and we had a very well-meaning development corporation working very hard, and we had a very well-meaning school system working very hard, and we had a very well-meaning city government and county government working very hard--all on their own programs. In 1984, that city got their act together and the public and private sector sat down at the same table and said, "We need to put our resources together. We need to take the best of each of us and put it together into one solid program and see what we can do." And a lot

of good things in economic development began to happen in that community as soon as that happened. We're finding that throughout the state. That's happening in Wahpeton. Ron Rowland was here for part of our program. He has left. Many people said, "Why is it working in Wahpeton?" It's because education, public sector, private sector have been working together in Wahpeton on that issue for a long time. GNDA, since I've come to work for them, exemplifies partnership building between the public and private sector. We're involved with the Center for Rural Revitalization, Dr. Leholm's troops, out of NDSU, and the Economic Development Commission, JoAnn Rodenbiker, Bill Patrie, and their troops, on putting together a statewide business retention and expansion program. No single one of the three entities I just named could have pulled that program off alone. But, between the three of us and the resources we can bring to the table, we are going to make that happen here in North Dakota, and it's beginning to happen. I work very closely with the Governor's Employment and Training Forum. Ron Dietz will be up here very shortly. That is a public sector entity that has a lot that is private sector driven, if I am saying that correctly. Ron will correct me later. But, basically, the representation on that group, even though it's a public entity, the representation on that has to be 51% private sector. I work very hard to market the very programs that they administer, which are the JTPA programs. And we do that because we think it is a good program and we will work with the public sector to see that that gets done. The other thing that we've learned very quickly is that, as a statewide entity, we cannot hope to succeed in our programming if we don't get down to the local level and work with local Chambers of Commerce, local development corporations, and businesses on the local level. These partnerships are absolutely essential. These networks have to be built. If you are going to succeed in putting together a comprehensive adult and training and retraining program, you are going to have to make those same type of partnerships happen on the state level for you.

Basically, those are the two things I wanted to visit with. One thing I do want to leave you with is this. I think this conference has clearly shown that adult education and job training will succeed, will have to succeed, in this state or economic development efforts are (sic) going to succeed. They are very closely intertwined. And I am confident, quite honestly ladies and gentlemen, that we have the people in place to make this happen. We just need to give them some guidance and hold their feet to the fire a little bit to make sure that their programs are a success.

My final two points are these. One thing we cannot lose track of as we go through our deliberations, oftentimes we get so tied up in programming that we forget what drives programs. From the private sector perspective, I am talking now from the business perspective, is this. That what is really going to make the difference on whether we even have a need for your programs that we hope that you will put together, the comprehensive program, is the level of job development success that we have in this state. Quite honestly, I still question how much need we are going to have to adult continuing education and job training if we don't have any jobs to train them for and we don't have any people to train. Dr. Arlen Leholm made it quite clear what is

going to be happening to the number of available jobs and the people in this state if we don't change what we are doing. So my point is that is something you have to keep in mind all the time because that is the extent of the challenge.

One last observation I have, because oftentimes when you get talking like this, people start getting defensive and you think "Do we do anything right." Well, I am going to be very candid with you. When I was working in Valley City, and I still feel that way today, is that quite honestly job training, adult retraining programs, for the most part, are in pretty good shape in North Dakota from the perspective of the needs of industry. When I worked in Valley City, I had absolutely no problem with flexibility, with availability, with accountability, getting people involved when we had something for them to work on. Quite honestly. If they had some jobs that they needed to be trained for, the programs could meet them. But I think one of the problems that you are having, and it is a perception problem. It's almost like North Dakota's perception problem because of our weather and so on as far as whether we're a good place to do business. And that comes down to marketing, ladies and gentlemen. You are not doing a very good job of telling your own story. The communities that know how good a job you folks are doing that are in this business of adult training and retraining are those that have had a reason to utilize your services. But, because of the slow growth in this state, particularly in the last eight to ten years, there haven't been a whole lot of communities that have had a need for job training and retraining programs except in a downtrend when a company went out of business, not because somebody was coming in. You've got to understand that, as you put your program today, marketing today, you're in a business. I don't care if your money is coming from taxes or if it is coming from a consumer, you're in a business. And every business that is a success has a marketing plan and you need to have a marketing plan.

And, finally, and this one is not going to be 100% agreed upon by the people in this room but, from an economic development perspective, and there are some other economic development professionals here and I would challenge you to ask them the same question. The one thing you do have to do with your adult training programs and job training programs, you simply must coordinate them under a single, identifiable administrative structure. And then you have to give that structure the authority and the dollars to do the training and provide the programs for these businesses and industries when they need them and as they need them. And with that, I will stop. Thank you.

DAVID KEMNITZ, NORTH DAKOTA AFL-CIO

Covered from the perspective of labor, working people, citizens, the taxpayer, involved, caring person that I am, I think that this program was excellent the last two days. I see that our crowd has dwindled, and I recognize much of the government bureaucracy that I deal with, and I don't use that as a negative term either because that is the term we have to use to describe what we do and which I am a part of. So I am not going to be preaching to the preacher, necessarily, but I do

want to open up our agenda to you as far as our viewpoints are. And of course, there are three gentlemen at the second to front table that, if you need to get any clarification, check with them. I have to leave early; I live out of town. Group leaders have heard just from this conference that we need to get real. We need to get real. We need to understand just what it is we're serving, just who we are talking about, and why they need to be served in the first place. So, therefore, most of you know I will not or cannot dazzle you with a bunch of brilliance. Most of you wouldn't go for the baffle of b.s., either, I know you too well; but we need to start to understand what government is all about. About people. It is about serving people. Business in this state is necessary, needed, and vital, but the bottom line is who we serve and who those businesses serve--the gross national product, which is the consumer. It's those pocket dollars that get spent on main street. Whether it is a farmer, or whether it is an industrial, or whether it is something else. That's who we end up with every time. You will not retain high productivity in existing work forces anywhere, nor an adequate labor pool, with low wages, minimum benefits, and reduced "safety nets." You can't maintain it. You can't hold it up. You cannot retain your work force after you train them. Because, inevitably, the number one drive, again, is that pocketbook. That pocketbook comes from wanting to serve yourself, your family, and yes, your nation. Prosperity doesn't come, necessarily, from having your hand out for what you did. Just like we were talking here, initiative, the drive to make it better for yourself and your family. And they'll leave. So government, to be creditable to the average individual, in my mind, must produce a tangible service. And what we're talking about here. That requires government to always be aware of the human factor. In this instance and setting, I think many are being vocal about what seems to be more and more evident in North Dakota at this time. That mass education for vocational education is not the ticket anymore. We do it and we export them, but what about the people that are still here? What about them out there in those small towns? When you talk about leadership, flexibility, vision, open-minded planning, you are talking about serving people with programs that work. Adults in rural America need the opportunity to feel good about themselves again. Morale of the work force must include the morale of that idle portion of our work force. At risk is unemployed, handicapped, unskilled, and obsolete skilled. The morale I see of the unemployed, of those that are underemployed, of those seeking work that are also part of our structure, our ethic worth, our self-worth, that is staying home, taking care of the elderly, helping that handicapped person if it's in their family or outside of their family. Making sure family is held together. That's part of the glue. We owe something to them, don't we? Isn't North Dakota family? Isn't it that we care about what we have here, what those that are left, too, but also those that are here, because (1) there is no other place to go, (2) there's nothing to leave for, (3) family, will stick. Credibility, it's an important thing because we are talking about serving taxpayers when we make them, help them, be taxpayers. Labor's agenda has always been the human element of the work force. But the dynamics of the United States of America and this world, exports-imports, whatever it may be, we say you cannot compete with someone that's paying less than you, slave labor, no benefits, no credibility

with that work force, no safety, no nothing. But that doesn't mean we can compete better by reducing our own. I don't think that's a human worth factor--reducing our own. So labor's agenda has been apprenticeship, adequate training, good training, credible training. Something you can take with you. Update training, we have a program now that we consider very successful. It is a grant. It has to do with the building construction trade. It has to do with using our people to reach out to other people. Finding out what it is that they lack in skills. Talking to the industries that are working in North Dakota, building in North Dakota, or restructuring in North Dakota, and asking them what new products they have that they need to apply that we can help them with, given the adequate skill, and putting those two things together, grouping our people, in a matter of a week or two adding to the skill base that exists and retaining jobs in North Dakota. Retaining North Dakota workers for jobs in North Dakota. Because now they have that enhanced, upgraded, updated skill. It helps. And I think it's going to be a good program. And we are using our industry, the union industry, the people that know best what needs to be done on that work site because you hired them to do that. You trained them to do that. You gave them the skills, the ability, the morale, and they picked it up and they want to stay here. They're part of you. We are expanding on that. We want to expand workers' horizons beyond the plant gate, beyond the small town, beyond North Dakota. They, too, have to know what it means to compete, but not by degrading, or demoting, or taking away--but by enhancing. So use of local schools is an option. I think local schools are under used. Adult vocational education means we need to tailor some things to their needs, too. Telecommunications will help us do it. It probably will not only make this more feasible and economical, but it will force us to take advantage of these opportunities or lose that wealth of untapped productivity we have in North Dakota. We need to talk about people that are tied to home for one reason or another. Not because they are lazy, or not because they don't have desired and wishes and dreams, but because they have things that bind them, too. Such as family, such as family needs, devotion to that community, to that family, to that way of life. All we have to do is tap it. All we have to do is give them some vision. Help them with their vision. Remove those barriers such as child care, stigma in the community. Offer the kind of services we know we can offer best, because you're the best at it, to them at their home or close to it. Give those employers the ability to tailor their worker to their type of skill, but also the ability to tap in to a curriculum that could be delivered almost to the doorstep, at least to the school's doorstep--so evenings, weekends, and maybe a little time off during the job to train them. Thank you.

APPENDIX H

STATE AGENCY PANELISTS

RON DIETZ, GOVERNOR'S EMPLOYMENT AND TRAINING FORUM

Thank you. Since I administer on behalf of the state with a 36-member board the federal program, our perspective is a little bit more narrow in scope, not because we want it to be narrow, but that is a federal mandate. The purpose of the program is to train disadvantaged clients and unemployed workers who lost their jobs through no fault of their own. ... getting back in the marketplace. So this morning, when I saw the film on the pike syndrome, it dawned on me that that is pretty much what our clients are that we deal with in JTPA. You dump those people who've been unemployed and knocking their heads against that glass jar and can't get a job becomes, as welfare clients, beating their heads trying to become employed and have some self-esteem and they get wise and they keep not getting knocked. So us, we learned, you know, if you keep them knocking their head against the wall and you never get any place, soon you give up. And that's the only lesson that I think most of us got out of that. But there was another one. They day before we learned about paradigms. And a paradigm to me were the minnows. And pretty soon the minnows learned that they were safe and, so, when they finally let the minnows out of the jar, they floated right in front of the fish's head. What would have happened if one of those pike weren't one of those that had the syndrome? And I think we have to look at that. We have a lot of hurting people out there. And the purpose of the JTPA program is to help those people get back in the market. And, so, I think I even learned some good lessons from that. People aren't lazy. Everybody wants to work and contribute. By doing that, they have self-esteem. And that is the purpose of our program. We need employers to provide the jobs for the clients we have. We need to opportunity to train them, and we need vocational education, we need higher education, we need elementary education. And we certainly need those employers because that is where the jobs are.

In responding to some of the recommendations, and Serenus Hoffner hit some of those, I've been tied quite closely to some of the programs. Number one, we found out we need a lot of remediation for a good share of adults out there who may have had a job, but now find themselves unemployed. And we're going to have a tough time getting them reemployed if we don't provide some type of system to make sure they can pick up the basic skills so, at a minimum, the employer can train them on the job or, at the other end of the scale, so our postsecondary educational system can train them in a vocational skill so they can become employed. The alternative high school is for kids. I feel that is one of the best things our state ever did. We need many more alternative high schools. A lot of kids fall through the cracks. And the traditional system doesn't work. I think Serenus's program at Bismarck, and in other cities, are doing a super job on that. We need the career guidance program that we have been advocating, and we have a lot of friends out here, not just for the kids so they select a career up front and progress, but for the adults who find themselves unemployed and have to go to a different direction. We need a better

(tape ended) .... we have some direction. That's why one of the things we brought up yesterday in group was developing the entrepreneur spirit in North Dakota, or the attitude. If you grow up thinking you have to work for somebody else, you never thought about working for yourself. And we need more of that. I believe our farmers in North Dakota, when they settled here, had that entrepreneurs spirit. I think we are losing that; we have to rejuvenate it. When it comes to changes in the educational delivery system, I think we all agree that we need some changes for that. We who have to deal with those people who become unemployed, we strongly urge open entry/open exit, competency based instruction. And giving people credit for what they know, asking them to only take what they need so we can put them back into the labor market. They don't have to have Psychology 101 at 45 when they need an upgrade in electronics so they can rewire the automobile or the tractor. It's nice, but adults have families to support and we've got to have those classes open in the evening and we've got to give them what it takes to remain employed or to change jobs. That's why I'd like to respond on the recommendations. We do have some new things coming up. First of all, Congress did change the Title III of the JTPA program so we have to implement a new law called TEDWA???? and we're always good at acronyms. It's not going to change that much the types of services we deliver any and initially not give us any more money but we hope, in the future, it is going to be more money because of our filler???? The reason I say it is not going to change that much is, I think North Dakota in some respects was a leader in it. For example, the new law now says farmers, ranchers, self-employed, are now eligible. We were the first state in the Union to do that, three and four years ago. We've been very successful in getting some of those grants and, in fact, we've been very aggressive. We get more money in the discretionary grants than we get in the formula funding. And Jim Hirsch hoped we might even address some of those when Jim gets up here. But just to rattle off some acronyms of what ... tried to get some of that money in, I thought of a few. We have a Reap??? program, our Bread??? program, a San Haven program, a Rescue program, a Trust program. We have one for construction workers that Dave Kemnitz mentioned and now we're applying for one for a salt plant in Williston that is closing. I am very proud that North Dakota has been going after those. We will continue to because a rural state, we don't get much in formula so we'll try to take advantage of the opportunity of those grants. So I think Jim might mention I little bit more directly on the types of services that are delivered through the JTPA system, but we are very concerned about giving everybody an opportunity to be employed and, so, that's my remarks. Thank you.

JOHN GRAHAM, DEPARTMENT OF HUMAN SERVICES

Thank you, Lloyd. The charge was to talk to you about initiatives that are happening in the segment of the governmental universe in which I have an interest and then, also, to respond to the recommendations. And I am going to do that in that order because I think, by covering the first first, you'll get a sense of what paradigms I operate under. And I'm sure you're all aware, coverage in the media recently, the Congress has enacted what they call a welfare reform act. And I'm not

going to spend any time in discussing the nitty gritties of that act with you, except to say that the focus of the act was euphemistically referred to as a contract for its self-sufficiency between the government entity that administers welfare programs and the person receiving public assistance. The point being that they would move off of welfare through training into work that would make them self-sufficient for themselves and their families. I am both excited about that in terms of the agency I run and, also, very concerned. Obviously, no one is going to become self-sufficient if they train towards no end. If there is no job waiting. So, we need to overturn Dr. Leholm's forecast and make sure that there are jobs waiting for those clients that our department serves. And I hope you will all recognize that those clients are going to increase in number if the economy is bad and, of course, decrease in number if the economy is good. So we are in kind of a catch 22 in terms of the jobs available. I might also note that another initiative which the department is involved in is what we call supported employment. And, again, I won't bore you with the details about it but, the point is to put people with fairly severe handicaps--mental illness, mental retardation, physical disability, and other handicaps--to work with support. And I am pleased to be in a forum where at least some of you are potential employers of that kind of person. And I would urge you, if you have an opportunity, to be open to the possibility of being a supported employment employer and to the possibility of making or moving that kind of person with that kind of handicap toward self sufficiency and towards a good self-image comes from working and making their own way. And we have some amazing success stories in terms of that program. And, if you serve on RETCs or you have other contact with our Vocational Rehabilitation people at the regional centers, I would urge you to talk to them about supported employment. Again, the key to supported employment is that the jobs are available. Both of those factors influencing our thinking and planning in the department and our programmatic direction and service--welfare reform and supported employment. Both of those factors closely intertwine with the whole field of adult/industry education and training. And I want to focus on a couple of the recommendations. I counted them up, and there's about 35 and I'm certainly not going to comment on each one of those. But some were kind of exciting to me or kind of scary to me, depending on how they impacted on my paradigm. The recommendation that stressed the expansion of adult career options with respect to entrepreneurial and nontraditional careers, I think, is one that, from the department's perspective, I would be excited about. It seems to me, if I look at my own history growing up in North Dakota, I had very little thrust toward entrepreneurial experimentation or derring-do. My dad was a government worker, I'm a government worker, and I listen to my son talk and he talks about working for somebody. I've decided, when I get home this evening, I'm going to write him a letter and talk about thinking about working for himself--explore that possibility. I'm a lawyer by training. I've never gone into private practice. I think part of it, looking back over my life, that I didn't even recognize was that I didn't want to be out there figuring out how to keep the books, hire people, and deal with business income taxes and all that kind of stuff. And no one has ever talked to me about that. And, so, I think that that's something that could be very helpful to our clients. That's to

steer them even away from the need to think only in terms of working for someone else and beginning to think about the possibility of working for themselves. And, in my cases, if you look at our handicapped clients, they would need some support in doing that. And I think we need to be innovative in thinking how we approach that. Another very interesting recommendation to me is the one that dealt with the expansion of the role of the public schools in adult education and the creation of regional adult and training service centers that would be comprehensive. One of the problems we have now, and I see it exacerbated in the near future as welfare reform comes into play, is the fact that our clients are all over the state, in all kinds of locations. They have, as has been mentioned by previous speakers, lots of difficulty in leaving their home community to move to training. It's expensive; that caused them to leave their home community and transport them to where they need to go. If we can get innovative and can use physical facilities, be it schools or some other place, and our modern technology to move the training to them and move it to them on an open entry/open exit basis, I think we can do some exciting things in terms of at least the training end of meeting our clients' needs. So, I think that is exciting. And, along with that, I would express support for the recommendation that talked about developing and extending the use of computerized training, computerized tracking of assessment, computerized tracking of skills gained, and then computerized tracking or reporting on what kind of training events are available to meet a particular client's needs. So I that's an exciting prospect. Another recommendation has to do with the consolidating or streamlining adult education and training. That's really interesting. I'm not sure how I react to that. I'm heading up what is probably the grandest experiment in consolidation in recent government history in North Dakota and about 85% of the time I think it's a great idea and a marvelous example of governmental reorganization. Fifteen percent of the time I think it's simply humanly impossible to put all those things together and have them work. So, it's an interest concept. I know, speaking personally, that I'm not smart enough to ramrod and make sure that everything that has to happen in the human service system does happen. You've got to do some delegating and whether that is inside a single agency or whether that occurs by virtue of legislative delegation, several agencies, is a real interesting topic and one the legislature needs to consider very strongly. The issue of annual legislative sessions peaked my interest. I worked 14 years as a servant for the legislature and every one of those 14 years I thought we ought to have annual legislative sessions, that biennial sessions were simply too hard on the legislators themselves and did not allow for good policy making. I became a lobbyist after that and thought we ought to have triennial legislative sessions. Now I am a bureaucrat and I am really torn. I certainly would not want to spend 44 days before a House Appropriation Subcommittee every year. On the other hand, I know how exceedingly difficult it is for our department to respond to federal initiatives when we have to wait 18 months to 2 years for our legislature to come in and pass the necessary state statutes to put us in compliance with federal law. I know how hard it is to wait for or even miss a federal grants opportunity for lack of matching funds. I know how hard those things are and how much easier they would be in annual sessions. But I'm also very much aware that

one of the strengths of our legislative process is that it is a citizen legislature and that maybe perhaps we would be making too great a demand on people to come annually here and we would become very much a professionalized legislative process. And I have a gut feeling that that might not be good for North Dakota. But I might be wrong, so it's something to look at. The recommendation with respect to establishing a state grants writing assistance agency. That's very interesting and, if that is done, I certainly hope that it would be a comprehensive agency that would be above and beyond adult/industry education and training and that anybody could use those skills and services. Those are the recommendations that struck my fancy, and I just want you to be aware of the fact that there are large numbers, thousands, of department clients who are going to be looking for training and looking for work and, if you have an opportunity to consider them and want to look at it from a profit and loss basis, we have people who are ready to sit down with you, our voc rehab people and others, people that contract with us for providing other services, we would like to talk about that. Because we need jobs .....

JIM HIRSCH, JOB SERVICE NORTH DAKOTA

Thank you, Lloyd. First of all, I want to reflect a little bit. I think the adult/industry education and training conference is very timely. I think North Dakota has a number of challenges facing them and the recommendations that this conference came up with, I think, are all excellent. And, if we get a third of those implemented, I think we'll be on the road to success. First of all, I want to talk a little bit about Dr. Leholm's observations where he indicated that, up until about 1983, North Dakota simply did not participate in any of the recessions. I think that's true. We went along and, for the most part, the economy in North Dakota was able to either absorb those people who were coming into the work force or they were able to relocate outside of the state and find suitable employment. A lot of them would have preferred staying in North Dakota, but the jobs simply were not here. But around '83-'84, that's where things really came to light. That's where we started noticing worker dislocation and really started noticing the need to pay some attention to the adults in our work force. We had the slowdown of the oil exploration in the western part of our state, displaced farmers across the state, construction and building trades shut down, the power plant industry shut down, displacing a lot of workers. We have the San Haven closure, and we have the decline in small towns, the business closures that are going along with that. So, all of these situations are affecting our adult work force. Those are the individuals that Senator Richard has addressed. The ones that were the taxpayers up to this point until, all of a sudden, their jobs were gone. They invested 20-25 years in a occupation, all of a sudden that occupation was no longer there. The opportunity to be employed in that occupation was no longer there. They simply did not know what to do. Job Service North Dakota serves some 94,000 people annually. That's the number of people that we have registered with our office and seeking services through our office. We started doing a testing program a little over 18 months ago, and we're finding that over 30% of the individuals that we test really could benefit from remedial skill upgrading--some basic reading and math

upgrading--prior to being referred out to a job or being considered for retraining. So that's a need and that's a challenge I think that was identified by this group. That's a lot of individuals out there that have a need that, you know, we need to find some way to address. I think we need to take a look at the individuals that are affected. First of all, the dislocated workers that we are talking about are the adults. Many of the things that we are talking about deal with changing programs. Making things more accessible. I also think that we've got to deal with the dislocated worker's paradigms. First of all, when they become unemployed, they are looking for work. They are not motivated to go and take advantage of career planning or career assessment. That's the last thing from their mind. They want another job. They've not had, probably in many cases, a lot of really competing in the employment market before. Jobs were there when they were looking, and they've been employed steady all the way through. So, this is a new experience. It's a frightening experience for them. They're not motivated to take advantage of some of the remedial programs in math and reading. And I think that this is reflected by the enrollments in the Adult Learning Centers at a time, I think, when we should see more and more people being enrolled in these centers, it's probably on a decline. So I think that is another thing we have to deal with is that the individuals that should benefit from this service are not attuned to taking advantage of it. They are not motivated to, or in some cases able to, take advantage of a one- or two-year retraining program. They need to get in, get the training, and get back to work as soon as possible. They've got obligations. They've got house payments like you and I, car payments, health insurance payments; they are maintaining a family. And, in many cases, I think we have to recognize that, for the most part, the adult worker that we are dealing with would like to stay in their home location. They do not want to leave their home community. If they have a choice, that is where they'd like to stay. And I think that we discussed the need to provide job preparation at the same time that we are also providing for addressing the adult education and training needs, also the industry needs. What they really need, I think, has been reflected in the recommendation. They need to have programs that are accessible, they are flexible, they are responsive, and they are timely. And the program needs to be provided when it is needed. When it is no longer needed, it needs to be discontinued. I think the recommendations that were made by this group respond to a lot of those needs if we can get them through. I think that we have to recognize that things are changing. The makeup of the work force is changing. We have an aging population in North Dakota, as well as across the country, and we are going to have to react to that change and with it. Some of the responses that Job Service specifically has had in dealing with the adult work force, and why we're really concerned and interested in the adult education and training issue, some of the responses that we've had to deal with this has been to expand our delivery system. We have created a number of satellite offices; we've created a number of job information centers that are serviced on a regular basis so we can get out and get to where the dislocated workers are. And, you know, we are not like the larger cities where you have a plant shutdown or layoff that affects, you know, several hundred people. We're dealing with individual store closures that affect, you know, maybe four or five

people in one community, four or five in another community, but they have the same needs. And we have to be able to respond to that. We've created, in addition to the job information centers, we also have toll-free telephone lines into our regional offices so that our services can be more readily accessed. The types of training programs that we are able to provide, the funding to provide job training and retraining, I think Ron Dietz had mentioned the Title III Job Training Partnership Act programs, the number of discretionary programs the state has been able to obtain, and the number of acronyms that went along with it. We are starting to run out of acronyms, so it is getting to be a little more difficult to get some of those funds, but I think we ought to recognize that they all target specific groups of people that we are trying to deal with--the dislocated farmer, the building and trades construction worker, the oil and gas industry in the western part of the state, the salt plant closure up at Williston. These are all grants, discretionary grants from the Department of Labor to the state to identify specific training needs and meet those training needs. These are direct ways that Job Service has been addressing some of the needs. I think that we talked about flexibility and responsiveness, I think that, in the dealing that we've had with a number of these special programs, is that, when the need has been identified, local education, state agencies, business, labor, have been more than responsive. They've been pulling together as a team and really able to come up with some very innovative delivery programs that I think are models in a number of ways that other states could really take a look at. The cooperation that we've had through the building and trades discretionary grant program, the opportunity to go in and provide for customized training to help get plants operational in the state, I think these are exemplary of the cooperation that's been developed at the state level as well as the local level. I think that the recommendations the conference has made will go a long ways to help support them and also help advertise those accomplishments to other communities in other parts of the state where they probably aren't quite as effective. I think there's some other issues that probably need to be dealt with. One of them is the support issue. Adults that are dislocated or become unemployed really have a lot of needs that maybe a lot of our young people that just out of high school going into initial job training don't have. They normally have a lot of obligations--house payments, car payments, what have you. Job Service has done some things as far as making the job insurance program more flexible so that individuals can draw benefits under certain conditions while they are in training. I think that's an area that we need to look at and continue to support. There maybe needs to be loan pools that need to be developed for adults that are looking at short-term retraining programs, so they can take advantage of some of those programs that are available to them. We indicated we need to coordinate all the programs and services among the different agencies. I guess somebody made mention that there is no single agency that can respond individually to all of these needs. It's going to take a coordinated effort and a lot of cooperation. And I guess the other thing that I do want to close with is we've heard both sides of the spectrum. Mr. Kemnitz, you know, addressed the needs of the worker; Mr. Gray addressed the needs of business. But I said what we really have to address is the middle path. We have an obligation to business;

we have an obligation to labor. But we also have an obligation to that individual that maybe needs retraining and simply cannot find employment in the state to make sure that that individual has the skills. So if he's got to leave the state, you know, he can sell and he can go in and market those job skills that are going to provide him a living wage. So I would kind of suggest that we take a middle of the road approach to recognize that, right now, North Dakota's economy cannot absorb all of the individuals that are affected. If we were only providing training for that industry which was located in the state, I think that we would have a lot more problems to deal with than we have today, especially in the western part of the state, and I think that we need to recognize that we have an obligation to both industry and to the worker and also to those workers that might have to leave the state if there are no other options. With that I want to congratulate all of you on the conference and the fine recommendations that you came up with and assure you that, on behalf of Mike Deisz, Job Service will, in very way that they can, support the recommendations, the implementation of those, through our actions.

JoANN RODENBIKER, ECONOMIC DEVELOPMENT COMMISSION

I want to tell you all that this has been a unique learning experience for me. My dealings with education and training people have usually been from the "gimmee" end. I want you to gimmee and education, as I went through all of my elementary, secondary, and postsecondary schooling in North Dakota. So I expect you to give me an education. Now, from the Economic Development Commission, I often find myself approaching you from the standpoint that I want you to gimmee funds to help support a new industry that is coming into the state and their training activities. And, so, it was a good experience for me to see the other side of the picture, I guess, and some of the problems that you are facing within your specter. The other way I often see education, I guess, is from an agency standpoint of we're competing for the same dollars--limited dollars. And I think all of us that represent state agencies need to look at the ways that we are using the funding we have now and if that is the best way to use that funding. I think that's a good place for all of us to start. The Economic Development Commission looks at, I guess, training from a different perspective because, first of all, we have to have the jobs there to put the people in once they are trained. And, so, our mission has been to create new wealth for North Dakotans through programs and services that are directed at ... sector industries. We are looking at industries that will bring wealth into the state. And, from that end, we look at three specific areas that can create new wealth. We feel there are three that can be done. Either through the start-up of new industries, through the expansion and retention of existing industries, and of course, the recruitment of industries from out of state. Now the recruitments of industries from out of state has often been seen as a traditional role for an economic development entity within a state. We have found, and we are not the only state that .... . I think all of this in the room probably believe that our best hope for economic development in the state is probably in looking at our existing industries that is already here, looking at entrepreneurs that we have in the state, and that's why I was happy and pleased to hear the number

of recommendations that came out, both in the group I was working in and from other groups, that we need to look beyond the traditional options of employment and look at self-employment and an entrepreneurial spirit. I feel that, in this state, we need some pleasant surprises. We have beat ourselves about the head and shoulders, I think, enough, and start meaning to look for some surprises out there. And I think this conference is one of those surprises that we are starting to look forward in what we are going to do in this state. On the specific recommendations that came up, I was a little bit disappointed and I would like to have seen, I think the one that's the cut-off came right before it: there is an inadequate supply of quality jobs. And, from the people that I deal with day-to-day, we're basically economic development practitioners and, so, we have our own paradigms and we see certain barriers that restrict the way that jobs can be created in the state. I would have been interested to see how you people would have approached this problem of an inadequate supply of quality jobs. We need some new ideas on how to generate those jobs, and I would like to have heard some of your recommendations. In the area of leadership and planning and vision, I've heard this recommendation come out of any group of this type where you are looking for new directions. Everyone feels they need a leader. We need a queen. We need a czar. But I think we also need to look within ourselves and we sometimes haven't convinced ourselves that we are leaders. We need to empower ourselves. I think we were all chosen to be here today because we are recognized as a leader within some specific area. And, so, I think we need to do better than to go back home today and tackle that pile of paperwork and those telephone messages that are on our desks. We also need to realize that our legislators are not going to be able to struggle through this on their own. They need our advice and our assistance. And, so, we need to continue to provide that leadership in whatever way, shape, or form we can do that. We may need to do it at the local level with school boards. We may need to do it with Regional Employment and Training Committees. There is a variety of ways that we can empower ourselves and take that leadership position. I think we need to look at that, and that's very obvious sometimes and we seem to overlook it. The area of flexibility. All I can emphasize here is that, in the businesses that we deal with in working with them, flexibility is probably the most important thing we to see. We need to be flexible in curriculum that you offer; you need to be flexible in the time that you can give it to them, you need to be flexible in the amount of funding that you can provide. And I know that are all overwhelming tasks or seem to be overwhelming, but I think you can work in directions to make everything more flexible to meet the needs of the workers, of the unemployed, of the at-risk adults, of the businesses, and of ourselves as state agencies. In funding, I always hate to sit in a group that talks about funding and needing more funding without the group discussing ways of where that funding is going to come from. And, so, I think we need to become more creative in the way that we fund. I like the idea of starting to, maybe not developing an agency, but we need some kind of group that can look at different ways and creative ways of financing the programs that we've been talking about. We're real good at saying we need more money; but we're not real good at figuring out where that money is going to come from. And I think that is going to be an

important part of the formula as this plan is put together. Business needs, again, flexibility, flexibility, flexibility. Education, and I think this has been said a number of times, the education contact needs to be empowered in some way, shape, or form, to deal with the business and develop that trust. There needs to be one person that can speak, or it may be more than one person. But they need to have the authority to commit. Specific activities and specific financing, that is so important with business and that is so important in building that trust up with business. Too many times, you say we can be back to you in three weeks after you've talked to fifteen other agencies that are involved in this. That doesn't help business, and it doesn't help our credibility with business. However, if someone can say I'll be back to you in three weeks with a complete training program and the financing for that training program, I think we will have built up our credibility with the employer, with the business, and with the employee out there as well. Also, the idea of establishing a curriculum R&D effort. And I think we need to extend it beyond curriculum. I think we need to continue the effort that has been started today here with specific responsibilities given to somebody or some agency within the group, within the context of the meeting the last two days. Someone needs to continue this effort to look at creative ways to continue training efforts, education efforts, and the economic development effort. I was glad to hear the word economic development continuing to pop up, although it frightens me somewhat because I don't know how we, as one agency, are going to do this alone. And we can't. That's why the importance of the networking and coordination needs to be emphasized and reemphasized. Thank you.

HELEN TRACY, WORKERS COMPENSATION BUREAU

Thank you, Lloyd. I am going to start out by telling you just a little about the Workers Compensation Bureau and I'm going to be speaking from a rather selfish point of view here, I guess. I'm very interested in how this program can help the Workers Compensation Bureau. The Workers Compensation Bureau is completely funded by the employers of North Dakota. There's no tax dollars at all in our budget. Right now, our income is half of what it was in 1984. There has been a tremendous draw down on the fund and I expect that that will continue for some time to come. Our income has dropped mainly because the high-paying jobs that were in North Dakota are no longer here and, until the power plants and oil fields get going again, we don't expect that to return. When an injured worker recovers to the point that he can either go back to work or seek some other type of retraining, the first thing he does is try to go back to the original employer with the original job. If this isn't possible, we seek a similar job with a different employer. And if this isn't possible, then we look for transferable skills, and then finally we seek formal retraining. Right now, we have about 75 people in training here in North Dakota. This compares with about 40 to 50 in 1980. The cost for retraining one of these people is approximately $35,000 per person. We are pretty much using a two-year training program now. A lot of that is because there isn't a shorter, intense training program that would make a person be employable. We pay benefits to this person from the time he is injured through the time that their training program is finished. Right now we also send a

goodly number of people out of state. This has a lot to do with the open entry program that we find in other states. We feel that this is probably one of the most important things that North Dakota could have right now as far as the Workers Compensation Bureau is regarded. We're thinking about limiting the amount of tuition that we pay out of state. But, until those same programs are available in North Dakota, we don't feel we have that right. As Jim said, most people would like to go back to work. We feel this is true, also, with the people that are injured. But, very often, it is a hardship for them while they are in school. They would prefer to find another job but, when they can't, then we do have to go into the formal retraining. I think we have had a lot of wonderful ideas that have been talked about here in the last two days, and it is my fervent hope that some of these are truly put into action. Thank you.

APPENDIX I

EDUCATION PANELISTS

CARROL E. BURCHINAL, STATE BOARD FOR VOCATIONAL EDUCATION

Thank you. You've been a great audience. As I look here, I see it thinning out a little bit; but those of you who are still here and wide awake, we appreciate your patience with us. I, like Helen, should probably take just a few minutes to explain the role of the State Board. It is primarily to provide financial and technical assistance to the educational institutions that are providing training at both the secondary and postsecondary levels and adult. The board, itself, then does not deliver vocational education at all. At the secondary level, ... the comprehensive high schools and, of course, we have six or seven vocational centers. All of these institutions then provide adult, postsecondary and adult training. And, of course, what the conference is all about. So we are then partners with higher education, partners with elementary and secondary, and certainly many agencies have been here before me, we work very closely with them. We're part of the comprehensive delivery system. That system can provide the people that Ron Dietz, serves the people that Ron Dietz talks about and others all the way from the valedictorian from any high school we have in vocational programs. So we have a broad spectrum that this comprehensive system is serving. The thrust that the referred to the state board about a year and a half ago developed a large number of thrusts or initiatives for the next year or two. And I won't go into all of those other than talk about some area planning. I'll address that a bit more in a minute when I talk about some of the recommendations that we heard about this morning. Competency based curriculum. Been a lot of work in that area. ... technology education that's going on now both at the secondary and postsecondary. The basics. The board said we should probably take a look at integrating the basics into a vocational technical program, both secondary and postsecondary level. Expanding our adult offerings and that would include our full-time adult offerings such as farm business management and small business management. Those kinds of activities. As well as the part time. And the part time includes the apprenticeship programs with Mr. Kemnitz and his organized labor people. ... to retrain a lot of people in various occupations to upgrade themselves. Just to name a few. The recommendations that we heard this morning I am sure will be discussed by the board. Dr. Bennett, our chairman, was here yesterday afternoon and last night and will be most interested in what was discussed today. We will need to determine as a board and staff where those recommendations fit into our plans and scheme of things. We will need to see how they fit into our priorities, reprioritize some of our activities, perhaps, as a result of the recommendations once we receive them in final form. We probably need to take a look at them. And someone mentioned this morning what can be done immediately, what can be done on a one- or two-year basis, ... in terms of biennial basis because of our funding and other kinds of things and certainly then the long-range dreams and futuristic type things. So we will recommend to the board that we discuss those over the next several meetings. A large number of the recommendations are either presently being

addressed by our delivery system or certainly will be in the future as we take a look at an activity--the need to expand our competency based curriculum activities. And that really is very closely related to the open entry/open exit concept, and you ... mentioned there may not be enough of that in the state and we agree to that although there is perhaps more than a lot of people are aware. And that is another thing. We ... make more people aware of what we can provide. We need to increase our customized training. We are doing a lot of that in cooperation with Job Service in a number of projects this past year. Evaluation. Someone mentioned this morning about evaluation of program facilities. The state board does that. We must do that on all the programs every three years. Everyone of the programs is evaluated. Use of facilities beyond the five days a week. We have long been an advocate of that and it is being done. And we are sure more can be done in that area, but we certainly support that. Marketing. A marketing committee has been established by the State Board with the assistance and encouragement of many of the people from this room and has given recommendations on marketing and is off to a great start. And that needs to carry on throughout the delivery system that we talked about earlier. An awareness. In the group I was with there was many times we need this, we need that, we need something else, and I think probably it is available. It's just we have not done a very good job in making you aware of that. Multi-area planning, I mentioned earlier, we have 14 districts in the southwestern part of that state that are working together in a lot of the educational offerings. Somebody already mentioned it was difficult to get the academics together in cooperative arrangements, other than football and basketball. And, but a lot of that is going on and, as an example, what can be done. And also in the southwestern part of the state in a multi-area planning concept has potential and are working with two postsecondary institutions in that area. So I think that will come together quite quickly. So some of the other recommendations are more difficult to address and will take a little more period of time I suppose. We must have adequate funding through educational agencies. I know there are other agencies feel the same way, but I am going to address only the three educational agencies now. We need financial enhancement for the future. We do not need budget cuts. And all of us work together because we know that the funds we have can be redirected. Heard that this morning. What do we direct it from when we are already down to a very minimum budget. How can you really do that. So we need to take a look at that, and I think that by us working together we can do that. You heard about the streamlining, single agency concept. And, like John, I have mixed emotions about that. I think what we are talking about, because I am not so sure that one single agency can really do that, if I understand your recommendations, you have a lot of constraints within constitutionality of some agencies. You have very strict federal laws in some agencies and all that. You may be talking about coordination and us getting together. Someone mentioned just a few minutes ago of new industry coming in and we need one place to go. We did that a number of years ago. And right now, I would say to you that if someone, Dwaine or anyone from EDC, called us and said that we have a new business coming in, I will guarantee you the next morning through some phone calls, due to the size of our state and cooperation, we will get a group of people

together and meet with any industry you want. And we can say, we can do this, that agency can do that, and we will work it out. And we have done that. Not in a formalized way but, yes, it can be done. So I'm not so sure that we need a super agency or I think probably there's room for improving coordination on that. But that needs to be looked at and someone may say I'm a little protective on that issues. I've been in this business 20 some years in North Dakota and about 10 in another state, and I've heard this quite often. And it usually comes down to the people saying we can work together. The annual sessions. I came from a state where we had annual sessions and someone mentioned one session we might talk about funding and the other session might talk about passing laws, if I understood it correctly. I know what John is talking about, however, that there are times when we do need some sessions perhaps to take a look at some immediate needs. However, in the state I came from, we had an annual session. One session we passed laws. The next session we passed appropriation bills. And that is quite a challenge because many of your appropriations are related to specific bills. With the change in legislators and what have you, you can have an advocate of a certain project, a certain kind of thing, and so you passed a law. The next session, that advocacy group or that opponent may not be there. Or the opponents may build up so you have a law, you won't have the funding. So I would caution you to take a look at that, although it does make some, you know, some sense too from that end. And I'm kind of like John. I'm not sure whether we can stand prosperity as far as that agency is concerned because we spend a lot of time working on the appropriation now and I'm sure we would spend much much more time on annual sessions. But there may be some merit in it. Maybe we need a longer session ... . But, finally, we stand ready as a state board and staff to improve our present delivery system. I have no doubt that anything you do can be improved. And supply the education and training to the citizens of the state so that they may have the quality of life in this state that Dave Kemnitz referred to earlier. Thank you.

DR. JOHN RICHARDSON, STATE BOARD OF HIGHER EDUCATION

Thank you. I'm going to do something I learned from a teacher many years ago and that is ask you all to stand up, raise your arms, and take a stretch for around 30 seconds. No sneaking out the door. No getting a cup of coffee. Just stretch. OK, children, be seated. I want to just take a couple minutes and summarize and discuss, if I may, four themes that I heard come out of the recommendations earlier today. And in some respects these themes are also tensions and, so, I am going to play the devil's advocate a little bit and maybe be a little contrarious just to spark a little interest if nothing else. One of the themes was clearly economic development--the importance of education in respect to economic development and the importance of economic development to our state. Nobody in this room, I think, is going to deny that. Before I say what I am going to say, I want to remind you that some of us in higher education were talking about the relationship of higher education to economic development as long as six to eight years ago, well before GNDA, to its credit, took up the theme and other groups. So I say that in defense of what I'm going to say next. And what I'm going to say next is we always need to remember what the purpose of education is. And it is not to create jobs and it

is not to engage in economic development. The purpose of education is to educate and we ought not to lose sight of that. The most important contribution education can make to economic development in North Dakota is to provide quality education at all levels, not chasing jobs, but quality education. We often forget, and we ought to remind ourselves, that a lot of states who are trying to link education to economic development would love to be where North Dakota is today in terms of the percentage of our high school graduates and the number who go on to higher education. Now I often hear, in my job, criticism of having two schools of engineering, for example. Hell, we ought to take pride in that. Minnesota is creating three new ones. One out of every seven graduates at the baccalaureate level in North Dakota is a graduate in engineering. The national average is one out of ten. We ought to use that, rather than criticize it. So that brings me to my second point, which is another theme from the earlier discussions, and that is of marketing. And I agree with those who say we need to take more pride in our state and I also agree, or I think, that we often have many misperceptions about our own state. I heard one of the themes, there ought to be a single agency, for example, and this perhaps (change of tape) ... more humorous when I meet with accreditation teams, for example, or my colleagues across the country who say, "You've got one of the best, cleanest, most straight forward governance structures for higher education in the country. You people are really lucky." And my point is, you know, you are never a prophet until you get across the state border. We do have a lot of good things going in education. I think we have a lot of good things going in higher education. One of them happens to be our governance structure. And I think we ought to take some pride in that and we ought to understand that others think we have a pretty good setup and ask the question, why don't we think that? Continuing on the marketing theme, I think it is interesting that people were saying we need to market our courses, we need to market our programs. You know, we often in higher education get criticized for marketing. I wonder how many of you are aware that, when we hold career fairs around the state for high school students, our institutions are outnumbered by out-of-state institutions coming in recruiting our students. A few weeks ago, I was driving from Minot to Grand Forks and just east of Devils Lake there is a huge billboard sign advertising East Grand Forks Vocational-Technical Institute. I bet that makes people at UND-Lake Region feel good. You know, I think we know that, out here in Bismarck, Moorhead AVTI is advertising aggressively, as it is in other areas of the state. And, yet, we in higher education receive a lot of criticism for our reciprocity program of bringing Minnesota students to our institutions when Minnesota is using that same program to attract students to the AVTIs. And that has had, ladies and gentlemen, a tremendous impact on the College of Science. And don't think for a moment that it hasn't. The reason the AVTIs are prospering in Minnesota is the state of Minnesota has made major investments in equipment in those institutions, and they're ahead of us. And the second reason is they don't require the general education courses that we require in our institutions. And so, the 18-year-old student or the older student knows that he or she can go to one of those institutions and not have to mess around with English and math and all that crap, take the course, and get out. But what are employers saying? What kind of employee are employers looking for?

They are looking for the person with the technical skills, but they are also looking for the person who can communicate effectively in oral and written form, who can do the math to keep current with the technology, and that is what we are trying to pursue in North Dakota, and I frankly think it is the right course. I think, in the long run, the student is better served. Two more points. Funding levels. There were several suggestions made that we need to create special funds for special purposes. I would caution you against that. I think, just as dedicated revenue sources, tax, dedicated taxes are not a way to go. I really question whether splintering off into small appropriations for special purposes is a wise course of action. And let me give you a very quick example from higher education. We are prohibited, by the state constitution, from shifting funds once they are appropriated from one of our institutions to another during the interim. It takes a legislative appropriation. So, when the enrollment at one institution goes up and the enrollment in another goes down during an interim, the Board of Higher Education can't do anything. If a boiler blows up at one institution and another institution has $3,000,000 of unused capital improvement funds, we can't do anything. And that's the kind of thing that happens, in my mind, when you have dedicated funds or you have small appropriations for only one purpose. You lose the ability to shift between. And, finally, the final point I wish to address is that one of the tensions I sensed from the recommendations is what I would describe the tension between services to people, in other words bringing the services to the people, or bringing the people to the services. There is a different. You bring the people to the services, you have a central point where the people collect. If you try to take the services to the people, you, in effect, decentralize. This is one of the tensions that our state has faced for many, many years because of our small population and relatively large size. It's a dilemma in North Dakota. And the way we have historically taken services to people, at least in higher education and I think in elementary, secondary, as well, is by having a lot of schools. Now people are saying we can't afford that anymore. People are saying we need to use new technology, and I happen to agree--telecommunications, video, data transmission, things like that--but what I am suggesting is you can't have it both ways. You know, if you want to take the services to the people, for example, continuing education in higher education, which is not provided state money, it's funded by user fees, if you want to take continuing education to the rural areas where it is cost ineffective, what are you going to give up to do it? It's a dilemma. I don't pretend to have the answer, but I do think the new technology is going to force our state at all levels of education--elementary, secondary, and higher education--to really confront that issue. With that, I will close. Thank you.

DR. WAYNE SANSTEAD, DEPARTMENT OF PUBLIC INSTRUCTION

That is the first time I've followed 11 speakers in a row. Cognizant of that, I want to make sure that we do this as briefly and with as much dispatch as possible because I feel for you as the audience. And I did feel that my two education predecessors up here gave a very good account of both attitude and philosophy and certainly programs and especially opportunities to work together in a collaborative way to affect education kindergarten through graduate school and including the

world of work especially. So I appreciate that very much. I know we heard about buggy whips this morning, and I was thinking a bit about what would have happened if President Cleveland had appointed, in 1886 or 1887, the largest commission on improving the buggy in the history of the world. We know what would have happened. The commission would have worked at incredible levels, in every state there would have been a parallel commission on improving the buggy and we would have had horse breeding subcommittees and we would have had buggy repair subcommittees. Everybody working just like mad and, in fact, they would probably all be doomed, as we now know it, to obsolescence. And, so, in that sense, I think it was most appropriate that we look at educational design as one of the very important considerations for the future. And we've been doing that in the department through a strategic planning process which has been underway now for two years, culminating in a major report to the Governor's office and, ultimately now, going forward as a plan for the improvement of secondary and elementary education in particular, but with attachments and assistance from higher education and vocational education throughout that process. And we're very pleased with the ten task force subcommittees who've worked across this state and have brought to us many of the same kinds of concerns that I heard evinced here, and the kind of attitude toward the future, which was clearly indicating it's a human activity, as John so well said, that we are a human development enterprise system in education. And that says certain things about us. There are certain needs that people have, and we need to be dealing with those kind of needs. Moreover, those needs exist within an informational system, a knowledge base, that reflects what is going to take place in the future and that many of the issues discussed, I think, are the kind of issues which revolve around the relevant knowledge that one has acquired wherever one might acquire that knowledge. And I think identifying from that certain student outcomes that each of us expects that a redesigned school could produce for the future, and I think this is outcome-based education at its best, it is making sure that the competencies are there when the individual leaves the school system and then moves forward with some kind of assurance to the next level that indeed there is progress in that individual's life, and focuses, particularly, and I heard it mentioned time and time again, on the higher ordered thinking skills--that the kind of ability to deal with reason and particularly to express that kind of feeling to others--learning to learn if you will. Certainly, also, the personal development goals that students need to succeed in the 21st century. If you read the Bismarck Trib this morning, you know that Fargo and Mandan will now have Japanese courses beamed in to a select number of students from the University of South Carolina via satellite on a nationwide testing program to funnel satellite education to all 50 states simultaneously. That's going to be an interesting enterprise. We've got people laying cable, we've got people dealing with satellites in North Dakota that haven't thought that all 50 states might be simultaneously hooked into a satellite delivery system. The state of Wisconsin already has, and I took my copy of their elementary and secondary curriculum in Japanese down to the University of North Dakota and we have a professor at the University of North Dakota who has just returned from Japan and will indeed be a tutor for some of those students participating in that experimental Japanese program. Well,

it's those kind of futures that certainly impact upon what we are doing and certainly affect the kind of model of education that we will have for the future. The key components, if you will, of a design for the future, that so many of you spoke about. And I heard you talking about as I participated in the last days and a half of discussions. I think it's important that we look at certain, unique conditions for North Dakota as well. And some of those are the sense of community that needs to be continuing, and that the school all too often these days is the only source of community pride and support and cohesion. And, so, the lifelong learning concept occurring in a community school and the school focusing not just on kindergarten to 8th grade or to 12th grade, but indeed that full lifelong learning potential exists within that school, even utilizing, perhaps, technology to deliver that kind of a system. When we were down to the Designing New Schools for the Future Conference in Colorado not too long ago, it was pretty clear how far behind we were in some respects. Delegates from England were telling us about the Romanian two-hours a week in elementary curriculum now spent in systems organization and systems design. In the Romanian public schools, two hours a week just looking at systems and how those systems interact and operate for the future. You know, a curriculum has to be redesigned every so often, and we're not at the place where at the present time we're doing anywhere near enough of that. We need to focus on the pervasive issues of the future. The energy, the ecology, the technology, the entrepreneurialism, the social justice, the international competition, the cooperation, that has to exist in the world of the future. We need to focus on new instructional methods as well. Turning passive learning into active learning, putting more responsibility on the student for that learning, and putting the teacher in the role of helping the student consciously learning how to learn, to set the goals that we have talked about here, to work cooperatively and think. And I know we heard a lot about mission. And we have defined, as a result of that scan on the process of putting together across the state, educators, we have a mission statement that I think speaks very well to the future. Our problem will be now to get enough resource and enough support because, Dwaine, there are some people that like it to stay like it is. Don't think that's not the case. And some folks benefit by the way it is, and we're very, very clear on that. And I think that reality has to be, also, a part of the focus of any kind of consideration of change. The mission that we've adopted said "North Dakota's educational policy is to build learning communities to prepare North Dakotans with the living, the working, and the learning skills for a changing technological and information society." And I heard, as we began the program yesterday, that was so clear in the presentation of the technological and the learning society, indeed the information society that we face for the future. We need new instructional materials that deemphasize predigested types of information found in too many textbooks. We need to put emphasis on teaching students how to search for and to organize themselves for information from a variety of resources, including their own community, and from information systems as well as communications and data-based technology. Moreover, addressing a couple specifics, if we change our approach to education, I think, just slightly we can get a better return on our tax dollar. And that point needs to be made to the citizens of this state. We're simply not asking for gimmee, or more,

but we do want to improve the product by making sure that we are making some vital changes. I think children will start thinking of the infinite potential in themselves if they think about the future manufacturing, or exporting, or as potential employers of themselves or others, instead of simply as job seekers, as has been pointed out time and time again previously in this panel. I think new products and services can be created in our state and our youth need to be conditioned to think about it creatively from their very earliest days. Just a couple comments about the role of adult education. I think a number of areas of concern that came up in the adult study that the department conducted have been reflected in this group as well. The role of adult education, and by that we mean the basics--particularly reading, writing and math--the base subject areas, programs which must be offered to all North Dakotans. And, if we have one difficulty right now, it is the fact that we only have 50 of those programs across the state. I can't believe that the kind of personal success, enthusiasm, look to the future, that you find from those adult graduation ceremonies. Whenever I need to perk myself up, I go to Dr. Massey and say, "Schedule me at some more adult education classes," because I want to go in and see that tremendous attitude change that is taking place in those people who find themselves a success, finally, at some kind of school effort. And, yes, the department's proposals for increasing productivity to the next legislative session will include programs to improve and take further pride in our adult education programs. We're going to have a statewide assessment program. We want to address students at risk as early as possible. We want to make sure that there is incentive funding available to districts who look at their local needs and then come forward to the state with a request for additional funding. I appreciated, particularly, Representative Hoffner's and Senator Richard's comments because it becomes clear that the career education proposal, which is above and beyond any budget right now at about $600,000, has a price tag that I think is well worth the cost to this state because we've got to get that career education down to the lower levels and across the spectrum of our curriculum. We are confronted with some serious dilemmas. I think, in order to get more money, we need to show the public we can improve the schools. But, in order to improve the schools, we seem to need more money. And, that's where we're at. I think it's certainly clear, if virtually all students are to be moved into courses in math and science that are designed solely for well prepared students, then we have a problem. Because we might well have a soaring failure rate and we might have an increase in school dropouts, which is the antithesis of what we are trying to do by improving the system. But I do have hope and confidence for the future, because I think our schools are ready to meet new demands. And I think schools who offer across the spectrum courses, including adult education, could well in the future be open 24 hours a day. I'm distressed to see too many of our students going home at 1:30 or 2:30 in the afternoon from classes across this state. I think we want adults available from 4 p.m. to midnight, and the open exit/open entry kinds of programs which have been mentioned here are indeed a part of the future. So, it is with enthusiasm that I take our strategic planning process and, as a consensus that we've had with higher education and with vocational education, to the next legislative assembly.

DR. LARRY BARNHARDT, NORTH DAKOTA COUNCIL ON VOCATIONAL EDUCATION

You don't know how glad I am that this time has finally come. Not that we've sat here for 2-1/2 hours, other than the 30-second break that we got from Dr. Richardson, but due to the fact that the Council started this process on October 22, 1987. That is when the idea for this conference was born up in Minot with the Council's Committee on Private Sector Initiatives. It took a year to get it off the ground, and I think it doesn't necessarily talk about the slowness of the government bureaucracy, but I think it talks about the need to build a kind of commitment that brought all of the organizations and agencies here together. This was your conference, and I want you to give yourself a hand for what you've put into this conference. Unlike all of the panelists here, I have the luxury of responding to these recommendations with having nothing to gain or lose because the Council on Vocational Education operates no programs or services. Our role, basically, is to bring forth the critical issues of the day and begin to look at policies and initiatives that this state has to undertake to meet the challenges of the future. The issue of this conference is the training and retraining of our adults. I want to spend some time talking about two issues. The one is vision; the second, I am going to put the two needs together which you identified as flexibility and business needs. I believe an outcome of this conference is the fact that we have created the vision for adult and industry education and training. I believe that is an outcome of this conference as we stand here today. If you look at the needs that came out on this worksheet that most of you got this morning showing the weighted scores, I think that these statements become our vision. A vision is nothing more than a statement of what we believe a system ought to be. And I think the vision calls for expanded leadership and planning. The vision calls for increased funding and increased state commitment to that funding. A vision that calls for programs driven by the business community. A vision that calls for greater flexibility. And you can go on down the list, and these statements become the vision that you, collectively, 120 some people, put together over the course of the last two days. So I would offer these to you as the vision of adult and industry education and training. In addressing the issue of the needs of business and the issue related to program flexibility, I think education needs to become market-base driven. Our investment of time and money must be focused on satisfying the needs of identifiable customers. Each of the targeted populations that we've talked about for the last two days are our customers. They are single parents, displaced homemakers, dislocated workers, business and industry; these are new, identifiable customers. For each of these groups, I believe, we need to have a different market strategy--a document that says what we understand about these groups and what we intend to do about that. With the economic and demographic things that Dr. Leholm talked about yesterday, I don't think we can no longer afford to provide the programs that we want to provide, when we want to provide them, and where we want to provide them. As you can see, we view the recommendations different through the paradigms that Lloyd Anderson talked about. I encourage you to become the ambassadors that Lloyd talked about by continuing to promote the recommendations that come out of this through the theme that is on your program cover, and that is "Working Together for Adult and Industry Education and Training."

APPENDIX J

FACILITATORS CLOSING REMARKS

LLOYD ANDERSON, CONSULTANT, EIDE HELMEKE & CO.

As I sat back and listened to the panelists, I've got one basic question in my mind that I'm going to leave with you. It seems to me that, as I filtered through the information and I tried to summarize it into one or two high level issues, we are talking about education and reeducation for adults. We know that the future requirements for jobs are going to change. We know that we've got at-risk people. We've got people who are underemployed. We have people who are unemployed, and we have those people who are currently fully employed but will continue to need additional skills.

The second area that we talked about a lot relates to jobs in economic development for the future. There seemed to be a trend among a number of people in this conference to coordinate economic development and education. I think we heard a significant challenge to that direction from the panelists. We also heard some other challenges from the panelists and, so, there are different perspectives on how things should be accomplished and maybe, basically, what we need to be doing. Any time that you are planning for the future, you've always got to step back and ask the basic questions. What is the purpose of education? What is the purpose of economic development? The bottom line, really, is that we do need it all; we do need it all.